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THE UNIVERSITY OF ALBERTA

LANGUAGE ARTS EXPERIENCES OF THREE CHILDREN IN RESOURCE ROOM AND REGULAR CLASS

©

BY

BEVERLEY JEAN NUGENT

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN
PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
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EDMONTON, ALBERTA
FALL, 1988

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "Language Arts Experiences of Three Children in Resource Room and Regular Class", submitted by Beverley Jean Nugent in partial fulfillment of the requirements for the degree of Master of Education.

Grace Malicky
(Supervisor)

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L. Wilgosh

Date: July 20, 1988

DEDICATION

This thesis is dedicated to
Wayne,
Reggie,
and Bonnie Jean.

ABSTRACT

Children who experience difficulty with the regular language arts program are often given additional instruction in a pull-out class setting. The major purposes of this observational study were to describe the two instructional contexts in which the child was placed, and to describe and discuss the child's experiences of and responses to instruction in the two contexts.

Three third grade children were observed in their resource room and during language arts in the regular class for a three month period. Observational notes were made and audio tape recordings and copies of their written products were collected. The children, both teachers, and the principal participated in individual interviews. Data analysis consisted of re-readings of expanded notes (i.e. taped conversations combined with observational notes) and of product analysis (i.e. oral reading miscue analysis, categorization of questions, and analysis of spelling errors).

Major findings of this study related to time for learning, communication across settings, curricular concerns, and classroom interactions. Resource room classes were frequently cancelled and transition between settings resulted in resource room lessons that were shorter than their scheduled time. Consistent with reports in the literature, teachers were not fully aware of the other's program for their shared children. Both congruent and incongruent aspects of curricular concerns were noted across settings. Membership in the small group pull-out class served different needs for each of the children observed. The uniqueness of each child's relationships and the ways in which these relationships remained consistent or changed across settings impacted upon the child's view of himself/herself and the nature of the language arts experiences.

Major implications related to the complexities of classroom life, to individual interactional patterns of children, and to ways of facilitating collaboration between teachers. Overall, the data suggest that a variety of grouping options are needed to meet the diverse needs of learners.

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CHAPTER 1

INTRODUCTION TO THE STUDY

Children who progress at a rate which differs significantly from the majority of their peers are often provided additional challenges or remedial instruction according to their needs. The "pull-out" model where children are taught by a different teacher in a separate location has long been the customary method of structuring such additional service. Frequently the child remains in the regular classroom for the majority of his/her instructional program and visits the specialist teacher on a part-time basis.

Pull-out remedial language arts classes, which go by an array of descriptive titles such as compensatory reading, corrective reading, remedial reading, learning assistance, and resource rooms, feature the learner in two contexts - the regular classroom and the pull-out special class. A child who experiences difficulty with the expectations of the regular class is given additional help with the goal of narrowing the gap between his/her progress and that of the "average" students. Haynes & Jenkins (1986) state that a major purpose of resource room programs is "to provide children who have reading problems with additional, intensive reading instruction beyond that available in the regular classrooms" (p.163).

A great deal of educational effort, both in Canada and in the United States, has been invested in pull-out programs for children with average ability who experience difficulty in language arts in the regular classroom. In recent years, programs such as these have been criticized on the grounds that fragmentation of a child's reading instruction often results from placement in two different programs (Allington, 1986; Johnston, Allington & Afflerbach, 1985; Kaestle & Smith, 1982; McKinney & Feagans, 1984; Proctor, 1986; Will,1986).

While language arts instruction in two settings has been an accepted practice for some time, little is known about the experiences of the children across the two contexts. Existing research tells us little about the children. Their experiences, behaviors, responses and social interactions across the two contexts are seldom the focus of investigation.

Statement of the Purpose

This study will describe children's experiences of language arts instruction in a "pull-out" remedial class as well as in the regular language arts class. There are two major purposes to this study : (a) to describe the two contexts in which the child is placed, and (b) to describe and discuss the child's experiences of and responses to instruction as he/she moves between the two contexts.

Related Research

Despite research efforts, no clear determination of the efficacy of special versus regular class placement has become apparent (Carlberg & Kavale, 1980; Hallahan, Keller, McKinney, Lloyd & Bryan, 1988; McKinney & Feagans, 1984; Ysseldyke, Thurlow, Christenson & Weiss, 1987). Following a meta-analysis of 50 studies, Carlberg & Kavale (1980) concluded that "regardless of whether achievement, personality/social, or other variables were chosen for investigation, no differential placement effects emerged across studies" (p. 304). In a longitudinal study of six-and seven-year old learning disabled children, McKinney and Feagans (1984) questioned the impact of resource room help on children's academic and behavior problems. Ysseldyke et al. (1987) conducted an observational time allocation study with the conclusion that "these findings do not lend much support to the notion that special education provides something that is in addition to that provided in regular education, at least in terms of activities" (p.53). Hallahan et al. (1988) criticized the efficacy literature due to the emphasis on physical placements rather than with what goes on in those placements. These authors urge consideration of how settings interact with certain kinds of instruction to produce differential effects. They caution that "if we only examine gross variables such as setting (e.g. regular class, resource room, self-contained class) without specifically looking at the variables that define setting, we are limited in our understanding of why any effects occurred" (p.31).

While the efficacy of special education programs has been the subject of considerable research, examination of the interaction between the regular class and the resource room has been reported with far less frequency. The limited cross-contextual research which is available has involved interviews (eg. Johnston, Allington, and Afflerbach, 1985) as well as classroom observations (Allington, Streutzel, Shake & Lamarche, 1985; Anderson-Inman, 1987; Haynes & Jenkins, 1986; McKinney & Feagans, 1984; Pike, 1985; Quirk, Trisman, Nalin & Weinberg, 1975).

Significance of the Study

Few researchers have investigated the ways in which language arts instruction is experienced by the child in classroom and resource room contexts. Koenke (1988) stated in a recent article that his search of the ERIC/RCS files yielded little in the way of research into actual instructional practices. "Although evaluations of remedial reading instruction are common, there has been little research on the particulars of the instruction taking place" (Koenke, 1988, p.708). Research into instruction in two contexts has been uncommon as Johnston et al. reported: "Despite increased knowledge about instruction in one context or the other, there is little research concerning the issue of interaction between the two" (Johnston, Allington & Afflerbach, 1985,p.467). Leinhardt (1980) stated that "rarely is research carried out to examine the effects of different grouping strategies on students; rather the effects are assumed" (p.55).

This study sought to explore the nature of the experiences of language arts instruction for children. It is hoped that it will add to a body of literature regarding the nature of language arts instruction in two contexts. From extended classroom observations, the present study sought to describe the experiences of the children in the resource room and in the regular class. By observing their behaviors and social interactions as well as through document analysis of their products, it was hoped that a picture of the day-to-day experiences of these children would emerge. While knowledge of the individual and his/her experiences is not generalizable to all children, descriptions of the contexts are presented in order that the "fittingness with other contexts" (Guba, 1981, p. 21) may be determined by the reader.

Limitations, Delimitations and Assumptions

1. While recognizing that language arts interactions occur within all subject areas in elementary school, I observed only that which was called language arts on the class timetable.
2. Three children were the focus for this study.
3. It was assumed that inferences regarding the reading processes the children employed could be drawn from the examination of their products.
4. All resource room lessons and two (1.5 hour) language arts periods per week were observed for the duration of the data gathering phase. In order to collect sufficient data, observations in the resource room were continued after the observations in the regular class had ceased. The frequent cancellation of resource room for these children resulted in a smaller than anticipated number of resource room lessons held prior to the expected date of completion of the data gathering phase.

Organization of the Thesis

Chapter 2 presents a review of relevant literature as background to this study.

Chapter 3 describes the design of the study. The case study children and their teachers are introduced and descriptions of the two instructional settings are provided. Methods of data collection and analysis are explained.

Chapter 4 presents the descriptive data.

Chapter 5 is a discussion of the data and the literature relevant to the major themes.

Chapter 6 presents a brief review of the study and its conclusions. Implications for instruction are drawn and recommendations for further research are made.

CHAPTER 2

BACKGROUND TO THE STUDY

This chapter presents literature from three domains basic to the study. Research on the use of direct observations of children is followed by a discussion of findings related to the teacher-student relationship as it has been investigated in classroom research studies. The final section of this chapter reviews literature which specifically focuses on instruction in resource room and regular class contexts.

Observing Children

The processes by which children acquire oral and written language and the conditions which facilitate learning have, over the past two decades, been the focus of an ever-growing research tradition (Jagger & Smith-Burke, 1985). The study of process has led to a growing awareness of the importance of context and a realization that language learning is best studied, not in isolation, but within the natural social and cultural context in which it occurs. Understanding of school experiences from the point of view of the participants implies a naturalistic research paradigm (Lincoln & Guba, 1985; Spradley, 1980). Extensive observations in everyday situations form the basis of an effective way to learn about language growth and development in actual classroom settings. Jagger & Smith-Burke (1985) contend that through careful attention to what children say and close observation of what they do, we can learn a great deal about their oral and written language development.

"Kidwatching", a term used by Yetta Goodman (1982) to describe ongoing, informal observations, leads teachers to continuous planning of appropriate instructional experiences. Kidwatching focuses on the child-as-informant where one discovers what children already know by listening and watching closely as they use language in different settings and circumstances. Extended observations across various settings provide a multi-dimensional picture of the child and his/her oral and written language. Daily "slice-of-life" observation carried on without distracting students from their regular language tasks is recommended by Moffett & Wagner (1983). Focus on the child is evident in the work of Harste, Woodward & Burke (1984) who advocate "use of open-ended, real language situations in which the child, or language user, becomes the research and curriculum informant" (p. 51). Documentation of children's emerging and developing literacy in everyday situations was the intent of Cochran-Smith's (1984) study. An ethnographic view allowed her to see what the children actually knew about print and to gain insights into how they developed their awareness. Research with a view towards allowing the child's experiences to inform theory and practice is evident in the work of Meek (1983) and Newman (1985). Teachers and theorists engaged in extensive collaborative research as they explored classroom applications of current language learning theory.

Informal, ongoing observations provide the most effective basis for evaluation of student growth and development (Goodman, 1985; Graves, 1983; Moffett & Wagner, 1983; Teale, Hiebert & Chittenden, 1987; Temple & Gillet, 1984; Valencia & Pearson, 1987). If one relies only on formal test scores, conclusions about children's growth are based on data from a single source. Traditional testing measures the products of school learning, not the process of acquiring knowledge (Wittrock, 1987). Process oriented evaluation of children's literacy by the classroom teacher is encouraged by Johnston (1987) who urges that teachers be assisted in becoming expert at evaluating the process of literacy development. He cites Shavelson & Stern's (1981) study which presents evidence that teachers' informal observations about how and why children behave in particular ways form the basis of instructional decisions more often than do test scores. As a kidwatcher, a teacher is on the lookout for behaviors that indicate how a child is or is not developing. Interpretation of these behaviors can lead to a better understanding of the child's mental framework and to the promotion of successful learning (Hollingsworth, 1985).

Kidwatchers, according to Goodman, realize that children are always learning, though not necessarily exactly what is being taught. Each learner interprets and assimilates the new knowledge into his or her own scheme (Goodman, 1982; p.121).

> "What pupils learn is not only a function of the formal and explicit content that is selected; it is also a function of the manner in which it is taught. The characteristics of the tasks and the tacit expectations that are a part of the structured program become themselves a part of the content" (Eisner, 1982 in Newman, 1985; p.3).

Basic premises which underlie kidwatching, as listed by Goodman (1985; p.11), are:

(1) that teachers' knowledge about child language and concept development guides their observations

(2) that language and concepts grow and develop depending on the settings in which they occur, the experiences that children have in those settings, and the interaction of the people in those settings and

(3) that teachers play a very significant role in enriching the child's development of language and concepts.

Through continuous observation, kidwatchers monitor the child's interactions with the adults, other learners, and the materials in the educational setting. The particular setting in which language occurs affects the responses given and successful language users adjust their language to meet the demands of their current setting (Harste et al., 1984; King, 1985; Temple & Gillet, 1984). Children quickly become very adept at use of oral language patterns appropriate to specific settings such as home, school, church, or playground where varying degrees of language formality are expected. In their retellings of favorite stories, even young children show awareness of the more formal conventions of written language. "Studies of the role that context plays in how children learn have made it clear that children respond differently in different situations" (Goodman, 1985; p.10).

Role of Context in Language Arts

Instruction in language arts involves more than the activities of reading, writing, speaking, listening and viewing. Learning and teaching are social processes (Bloome, 1985; Duffy, 1982). A wide variety of factors including the nature of the teacher-student relationship, the tone or quality of the social strata among children, the student's view of himself/herself as a learner, and the nature of the task have a profound impact upon learning. Learning is a social event and cannot be segregated from the contexts in which it occurs. Cazden (1982) defines context as "anything that affects the reader's or writer's response to the piece of written language that is the focus of immediate perceptual attention" (p.413).

Raphael (1986) proposed a multi-faceted, overlapping view of the various contexts within a schooling situation. She urged consideration of the social context, the psychological context, the individual context, and the task context if researchers and teachers are to obtain an holistic view of the child's school learning. The social context of literacy learning describes the interactions that occur among children and between a child and his or her teacher. The psychological context includes perceptions students have about themselves as learners, perceptions about others' perceptions of them, and motivational factors. The individual context considers factors such as children's ability levels, developmental levels, and their unique and shared experiences. The context of the task includes the difficulty of the text read, genre of the text, type of writing assignment, amount of support, and the time allotted to an assignment. Description of a child's experiences of the language arts instruction necessitates consideration of the nature of the various contextual variables in any learning event. While examination of any one of the contextual factors sheds some light upon the nature of the experience, it is only by illuminating the overlapping contexts that a more holistic understanding of the child's classroom experiences can be drawn. An interactionist perspective which predicts individual variability across texts, tasks, and settings helps to explain why students experience success under some conditions and failure under others (Wixson & Lipson, 1986).

Learning to read in classrooms is a group activity, not just an activity involving a teacher, a student and a text.

Children learn about themselves from interactions they have with their teachers as well as from how they relate to peers. Thus examination of the context for learning must include what peers are doing, how the teacher interacts with them, and how they perform (Weinstein, 1986). Learning to read is both a cognitive process and a social activity, deeply embedded in interactions with teachers and peers (Cazden, 1982).

Teacher-Student Relationships

A classroom is a complex social system involving the interactions of the participants in an ever-changing vista of activities. The social nature of schooling dictates that classroom organization, the management of groups, and the establishment of efficient routines are vital aspects of the teacher's role. The complexity of classroom life places demands on the teacher to keep the activity flowing and to maintain discipline while making appropriate "in-flight" decisions (Duffy, 1982). Teachers cannot orchestrate all aspects of the classroom environment, for the interactions among participants, tasks, and settings are unique.

Study of classroom interactions holds the key to understanding the experience of instruction for students. Knowledge of what actually happens in the classroom during language arts helps us to further understand the nature of the child's experience. Bond & Dykstra (1967) have shown that any reading program can be suitable - it's not the program but the teacher that makes the difference.

Classroom interactions, reading teacher effectiveness, and studies of exemplary teaching have variously sought to measure or describe "effective" ways of teaching. Research design can be categorized into two camps : process-product research and sociolinguistic research. Process-product research studies generally identify observable teacher behaviors and measure student achievement to draw correlations between the identified teacher behaviors and the measured student outcomes. Included among the independent variables studied are the frequency of classroom talk, higher order questions, and teacher praise. Classroom talk is coded into pre-established categories. Sociolinguistic research, on the other hand, seeks to observe and describe the situation or the context for learning and teaching. Involved is the qualitative analysis of excerpts of actual classroom talk.

Process-Product Research

Rosenshine & Stevens (1984) in a review of process-product research note that indicators of effective teaching are the content covered, academic engaged time, and the error rate. They report that across a large number of studies researchers have found that students do better with instruction from the teacher than when learning on their own, and that students learn to read more efficiently when teachers use systematic instruction, monitor student responses, and give feedback. This type of research attempts to correlate teacher behavior and student response by focusing on only a few of the variables at work in any particular classroom. Classrooms, however, are a beehive of activity with a myriad of inter-relationships on many different levels occurring simultaneously. To observe, code and count the frequency of any particular teacher behavior and correlate that with student achievement thereby drawing conclusions regarding the effectiveness of instruction seems to be an over-simplification. It ignores many other factors and as Wittrock (1986) notes, studying whole classrooms does not take into account the differing responses of individuals to identical teacher behaviors. Wittrock suggests that the teacher/student dyad is a more appropriate unit for study as each student perceives teacher behavior in his/her own way.

Duffy (1983) reviewed process-product research on reading teacher effectiveness and found that it supports the premise that effectiveness is context-bound. Brophy & Good (1986) conclude from research that instructional processes do make a difference but complex instructional problems cannot be solved with simple prescriptions. The data reviewed make it clear that what constitutes effective instruction varies with context. Dunkin & Biddle (1974) in their review of research on teaching note that educators tend to search for a "recipe for excellence in teaching" but conclude that there is no simple recipe. Similarly, the

BTES group of researchers (Denham & Lieberman, 1980) state that there are no generic teaching skills that can be successfully implemented in all situations. What is useful and effective in one situation may be ineffective or even detrimental in another context (Brophy & Good, 1986; Duffy, 1983; Otto, Wolf & Eldridge, 1984) Teaching and learning are context-specific. The unique interaction of teacher and student in the classroom context determines what teaching method, what classroom organizational structure, and what learning activities will be appropriate.

Sociolinguistic Research

In sociolinguistic research, actual classroom talk is analyzed in an effort to discover the meanings the participants give to the situation. Several studies have identified a three-part interchange which tends to characterize teacher-directed lessons (Bloome, 1984; Cazden, 1986; Heap, 1985; Lundgren 1977). It begins with the teacher initiation, the student then responds and the teacher closes by providing an evaluative statement. This IRE (initiation, response, evaluation) structure seems to characterize teacher-directed lessons. The result seems to be the predominance of teacher-talk as noted in many previous studies (Brophy & Good, 1986; Flanders, 1970 quoted in Dunkin & Biddle, 1974). When the teacher initiates and evaluates it leaves only the required response to the teacher's comment or question available to the student. The student is seldom allowed or encouraged to initiate or express alternate views. Therefore, most of the talk during classroom reading interactions belongs to the teacher. Bloome (1984) noted in a qualitative analysis of classroom talk that whenever a "slot was opened" it had to be filled. If the students did not answer correctly or even if they responded with silence, the teacher "filled the slot" before the lesson could proceed.

Sociolinguistic research in classrooms has identified a series of constructs useful for understanding and describing the reality faced by students and teachers working together. Green & Bloome (1983), in a review of ethnographic work in classrooms, have grouped these constructs into the following categories: classrooms are communicative environments; teachers orchestrate different participation levels; contexts are constructed during interactions; meaning is context specific; and inferencing is required for conversational comprehension. The authors suggest that these constructs can be used to inform theory about the nature of face-to-face interaction in classroom contexts.

The personal meaning for the learners in the situation is crucial. Jervis (1986) emphasizes significant variables that cannot be quantified, Paley (1986) recommends listening to the children, and Chenfield (1986) discusses the relationship between teachers and students. Social relations, according to McDermott (1977), are important in determining children's success or failure in school.

Cazden's (1986) statement "What one sees depends upon how one looks" helps to sort out seemingly contradictory findings in the area of teacher/student relationships. The preconceived notions of reality, what knowledge is, how one views learners; in short, the philosophy of education one harbours is the prime factor (Goodman, 1985; Newman, 1985). Thus a researcher who thinks in a certain manner will be drawn to process-product research and will likely design a study which reflects the particular philosophy held. On the other hand, a researcher who holds the philosophy that learners create their own reality, create their own knowledge, and that teachers facilitate but do not determine student growth will find process-product research narrow and will search for a more holistic view of the learning process. Thus, Cazden has really captured the essence of the debate. How we look - the research methodology used and the philosophical orientation we each carry - profoundly influences what we see in classrooms.

The teacher has always been the central classroom figure, the one who determines the "mood" of the classroom. Simms (1986) believes that the mood of the classroom is set by the teacher's interest in the child's efforts to express ideas. How the teacher views the nature of knowledge, the nature of learners, and his or her own role in the process is of crucial importance. Teachers who view themselves as the only dispensers of knowledge may be drawn to process-product research for definable behaviors that enhance student learning. Those who view their role as a guide and facilitator along the reading process may be drawn towards sociolinguistic research to discover how previously unconscious nuances of the social situation influence the learner and the learning process. It is the unique nature of the interactions and the philosophical stance of the teacher - not the reading program alone - which influences student learning. The "living curriculum" is the crucial element. Organizational structures and programs can be mandated, plans can be made and philosophies verbalized, and yet it is what happens minute-by-minute in the interpersonal relationships in the classroom that determines the experience of schooling for each participant.

Comparison of Resource Room and Regular Class Settings

Although somewhat limited in quantity, there is a growing body of literature which provides information on organizational designs which place children in more than one instructional context. Investigators have focused on the effects of setting as well as on the variables which define each setting.

In an investigation of the effects of setting versus instructional materials in resource room and regular class math instruction, Anderson-Inman (1987) found that while setting had an insignificant effect on performance accuracy, the materials used and the person providing the directions combined to produce an observable effect. Anderson-Inman noted that "the ultimate criterion for successful resource room intervention is observable academic improvement in the regular class" (p.28) and suggested the elimination of curricular incongruity across settings.

Congruency of instruction across settings was a major focus of an interview study conducted by Johnston, Allington and Afflerbach (1985). Information was gathered on "materials, time use, and instructional foci" in the two settings and "students' views of the process, guiding rationale for the program(s) and staff communication regarding reading problems"(p.467). Moderate to extreme contrasts between decoding and meaning emphasis were found in the curricular philosophies of materials used across settings. The "frequent lack of congruence between regular class and remedial class settings" was largely attributed to the minimal extent of communication between classroom teachers and remedial teachers (p. 474).

Classroom observations of children across two settings have also focused on time use (Haynes & Jenkins, 1986; Pike, 1985). Haynes & Jenkins (1986) found a great deal of variability across programs and students in their large scale observational study in resource rooms. Overall, they noted that "the amount of reading instruction was remarkably low" (p.161). This study revealed that "resource room programs showed substantial variability in time scheduled for instruction and how time was allocated to different reading tasks" (p.188). Haynes & Jenkins cautioned that categorical judgments about the entire resource room model cannot be made because resource rooms do not provide uniform educational treatments.

Pike (1985) observed five pairs of classroom teachers and "compensatory education" teachers and 28 second grade students on four occasions. She reported that one-third of instructional time was lost due to traveling between settings and "non-instructional" activities such as waiting, management, and being off task. In Pike's sample, the focus of instruction in the pull-out settings was on indirect reading activities such as completion of workbook pages. Pike also noted a minimal flow of communication between settings.

Studies of resource teacher time utilization present some descriptors of the activities in compensatory reading classes (Sargent, 1981; Quirk, Trisman, Nalin & Weinberg, 1975). In an observational study of thirty resource teachers, Sargent (1981) found that only about one-half of the teachers' professional time was spent on instructional activities with the remainder on the preparation of IEP's and general school duties. Quirk, et al. (1975) observed 135 compensatory reading teachers and coded the mode and content of instruction at ten-second intervals. Results showed that these teachers spent about one-third of their time on student management, one-quarter on word recognition strategies, twelve percent on comprehension activities and two percent on silent reading. The remaining twenty-eight percent of the resource teachers' time was spent on spelling, language structures, listening instruction, positive and negative feedback, non-reading instruction, and extraneous activities.

In order to examine the focus of remedial instruction and it's relationship to regular class reading instruction, Allington, Struetzel, Shake and Lamarche (1985) conducted an observational study of students in both settings. Five classroom sets were observed - four employed a "pull-out" model for remedial reading while the fifth was an in-class remediation program in which instruction was provided by an aide in the regular classroom. Researchers kept field notes, made audio tape recordings, collected photocopies of curricular materials used, and interviewed the teachers. Observations totalled 3100 minutes in regular classrooms and only 1300 minutes in remedial programs due to a variety of factors which resulted in teachers conducting fewer remedial sessions than originally planned.

Findings related to the first purpose (i.e. focus of remedial instruction) were discussed under the following headings: how time was spent, instructional tasks, and materials used. Allington et al. (1985) noted that how time was used was more important than the total amount of time spent in reading (p.5). In their sample, approximately one-third of the time was spent in direct reading activities (i.e. reading orally or silently), one-third on indirect reading activities (eg. manipulating materials, writing, listening or discussing) and one-third in management or non-academic activities. These researchers reported that less than ten percent of the remedial reading time they observed would be considered effective instruction if one accepts Zigmond, Vallecorsa and Leinhardt's (1980) finding that time in teacher-directed silent reading activities accounts for most reading growth. Time spent on non-academic activities included those occasions when students were late for remedial reading, when the teacher was not prepared when they arrived, when students waited for corrections, or when management of student behavior usurped the instruction. Materials used by the remedial teachers tended to have a single skill focus, rarely involved connected discourse, and seldom related to concepts or topics central to the core curriculum. Remedial teachers were not observed "attempting to demonstrate the transferability of a skill from a worksheet to a classroom, or real-world, reading activity" (p.9).

Findings related to the second purpose (the relationship of remedial instruction to the classroom reading program) were reported from the perspective of curricular congruence or incongruence. Allington et al. (1985) asserted that poor readers often lack a clear understanding of the nature and demands of the reading task and that this confusion may arise from exposure to quite different curricula and instruction across settings (p.11).

Therefore, their findings addressed the questions of whether similar instructional materials were used and whether similar reading skills and strategies were taught in both settings. Instructional materials used were seldom similar across settings and when they were, it involved using workbook/worksheet activities from the same commercial reading program. The same reading skill was the focus of a portion of only one-third of the lessons in the paired sessions. This usually involved congruency of segments emphasizing either oral or silent reading skills. On the few occasions when the strategy being stressed (eg. phonic analysis of words) was similar across settings, the specific skills addressed were not congruent. Thus these researchers concluded that "there were relatively few instances of curricular congruence, regardless of how we define it" (p.13).

Data were collected on what students miss in the classroom program while they receive remedial instruction. In two-thirds of the cases, the classroom teacher conducted other reading groups and monitored student independent seatwork. Observations indicated that about one-quarter of the remedial students were more likely to be off-task than engaged in academic work during independent seatwork time. Allington et al. (1985) concluded that while organization and delivery of remedial programs varies widely, improvements related to the "time-to-learn" concept as well as improved communication resulting in greater congruency across settings would improve all programs.

Summary

Kidwatching (observing the process of learning in addition to the products generated) provides indications of how a child functions within the classroom context. The study of classroom interactions, particularly the unique nature of the teacher-student relationship, holds the key to understanding the child's experience of instruction. Daily minute-by-minute classroom interactions define the child's experiences of the curriculum. Interactions across two classrooms is a crucial aspect of the experience of schooling for children involved in pull-out classes. Cross-contextual research studies point to the ways in which instructional time is used and to the degree of congruency across settings as key factors in resource room and regular class language arts instruction. Communication among teachers involved has been identified as a crucial element in the provision of congruency of instruction across settings.

CHAPTER 3

METHODOLOGY

Entry to the Field

This study was conducted in a modern suburban school which served approximately 400 students in grades one through six. The names of all participants were changed in order to ensure confidentiality. Permission to conduct the study was first obtained from the Central Office authorities. The Language Arts consultant provided the names of a number of resource room teachers and encouraged me to contact these individuals in my search for teachers willing to participate in the study. When contacted, Mrs. Clarke, the resource room teacher at Sunnyvale school, indicated her willingness to participate and suggested that the children from Mrs. Riley's Grade three class would be an ideal choice. Mrs. Clarke indicated that her selection was based on the number of children from this class attending resource room and the variety of their instructional needs. Mrs. Clarke approached Mrs. Riley with the suggestion that I conduct my observations with their classes. Mrs. Riley agreed to meet with me to discuss the proposed study. Following our discussion, Mrs. Riley agreed to participate pending the approval of her principal. Upon reviewing the proposed research, the principal's consent was given and my visits to Sunnyvale school began.

The teachers and I had agreed upon a two-week "trial period" during which they could adjust to my presence prior to giving final consent and I could further assess the suitability of the setting for the proposed study. Upon completion of this informal observational period, all agreed to proceed with the study and the tape recording of lessons during my visits began.

Sample

The School District

The greater school district in which Sunnyvale school is located was experiencing a change in Language Arts philosophy during the time that this study was conducted. In recent years, the "whole language" philosophy had been gaining acceptance among some of the local educators. In-service training focused on the writing process and the integration of language arts. Evaluation of language arts as a whole was expected rather than reporting a mark for reading and a mark for written language skills. Teachers were encouraged to utilize a "thematic approach" to language arts instruction. Displays of student writing appeared in school hallways and libraries as well as in on-going public educational displays. A collection of highly-regarded student writing from the entire district began yearly publication. Teachers who had been judged as successful through the many years when skills-product had been the expectation were now faced with a changing philosophy and new expectations of both the teacher and the learner.

The School

The statement of language arts philosophy for Sunnyvale school emphasized that "we are integrating the Language Arts as much as possible, incorportating a whole language approach." It states that "the focus of the language arts program is students using language to develop language growth." According to the written statement of philosophy, "spelling is integrated into the writing program." The document makes a very strong point by capitalizing the statement that "READING CANNOT BE SEPARATED FROM, BUT IS INTEGRATED WITH, LISTENING, WRITING, SPEAKING AND VIEWING." This document later states that "reading, being read to and listening to others speak all build general knowledge and knowledge of language structures and patterns." Teachers are encouraged to employ thematic approaches to language learning that "allow students to relate personal experience to the new learning experience(s) and allows learning to move from the concrete to the abstract. Use of children's literature is encouraged by the statement that "through literature students can vicariously experience many aspects of living which they do not have an opportunity to experience in real life."

The role of writing is paramount in the language arts philosophy of Sunnyvale school. Writing is viewed as a process and teachers are urged to look "for students to grow in their ability to use writing to :

a. develop, refine, and clarify ideas

b. meet their life needs

c. express their creativity."

Sunnyvale's philosophical statement insists that "children need to write everyday in order to feel comfortable with writing and to become proficient at the process." Further, "each child should have a writing folder containing dated samples of his/her own writing." Although writing is viewed as one of the strands of language arts, it appears to have been granted relatively greater emphasis in that it alone is addressed directly in the language arts philosophical statement whereas other strands are simply mentioned as essential components of language arts. Put in an historical perspective, writing had not been a daily component in language arts at Sunnyvale until recent years. As these appeared to be years of transition to a more holistic approach, the writing process was receiving relatively greater attention than other components of language arts.

Pull-out remedial reading (resource room) at Sunnyvale school was a specific program with its own set of objectives and procedures and a specific philosophical statement. This program: 1. "attempts to provide assistance for those students identified as in need of extra help within the regular classroom setting";

2. "attempts to give assistance to those students according to their specific area of need using regular class materials which have been modified to allow the students to experience success";

3. "attempts to assist the regular class teacher in the development of programs which will meet the needs of these students";

4. "allows for close liason" between the resource room teacher and the regular class teacher "in the planning, execution and evaluation of suitable programs"; and

5. "focuses on the whole language growth of the child (in keeping with the language philosophy of the district). Thus, it recognizes that language instruction designed to assist students cannot be directed at segmenting the so-called language skills, but must, of necessity, address all the language needs of the student."

Observation Schedule

This study was conducted over a 12 week period from late February until the middle of May, 1987. Although the resource room teacher had other responsibilities within the school, she had not been assigned a "home room" class. The children who became the focus of this study were part of a regular third grade class of 25 students. Six of these students had been selected to attend the pull-out resource room program. This small group of six (two girls and four boys) was scheduled for resource room assistance for three 30 minute afternoon periods per week. During two of these time slots, the group of six was joined by two girls from another Grade Three class.

The observations in the regular class took place during the 90 minute language arts time which always appeared first thing in the morning. Observations of the regular class continued throughout February, March and April two mornings per week. This schedule resulted in 18 observational visits to the regular class. Audio tape recordings were made during 13 of these sessions which yielded 18 hours of recorded classroom interactions.

The observations in the resource room were conducted during every lesson attended by the selected group of children. Thirty minute classes had been scheduled for three afternoons per week for this particular group. Many of the scheduled classes were in fact cancelled which resulted in the children attending a total of 23 classes over the 12 weeks of the study. Children's individual interviews conducted at the end of the observational phase were held in their resource room time. As a result 20 observational visits to the resource room were made yielding seven and one-half hours of audio taped classroom interactions.

The Participants

Initially, all six of the students from Mrs. Riley's class who attended resource room classes were focused upon equally. Approximately two weeks into the observational phase, three of these children were selected and more detailed note was made of their activities. These children - two boys and one girl - became the focus of this study.

Cayli. Cayli, who was eight years old at the time of this study, had attended Kindergarten through grade two in a different school district prior to transferring to Sunnyvale school in June of her grade two year. Results of an individual intellectual assessment administered during first grade indicated average intellectual ability. Cayli's school records indicated that she attended resource room for the early part of second grade but that she was able to "maintain herself pretty well in the regular class after that". Upon enrollment at Sunnyvale school, Cayli attended resource room classes regularly.

The eldest in a family of two children, Cayli was extremely quiet at school. She was observed to prefer the use of her left hand in all tasks. She always appeared neat and clean while her long dark curls were frequently adorned with ribbons and bows. Cayli dressed in stylish clothes often wearing dresses and dress shoes rather than the slacks and sneakers worn by many of her classmates.

Shaun. Shaun, who was nine years old at the time of this study, had spent two years in Kindergarten prior to entering Sunnyvale school. His school records indicated that he was "fidgetty and nervous in the classroom" with a "short attention span". The results of an individual intelligence test administered during his grade one year indicated average intellectual ability. This was Shaun's second year with Mrs. Riley as she had been his homeroom teacher in grade two.

The third child in a family of four boys, Shaun was somewhat taller than his classmates and of slim build. His permanent teeth appeared oversized for his still childlike features. Dark circles under his eyes were noticeable almost every day. Shaun's hands and his clothing were not always clean and he would sometimes amuse himself in class by pulling and tearing on the already threadbare knees of his corduroy pants. Shaun's voice was quite high-pitched with a squeaky, almost whining quality.

Mike. Nine year old Mike, who had attended Kindergarten elsewhere, had been enrolled in Sunnyvale school for grades one through three. Although he had spent two years in grade two with two different teachers, this was Mike's second consecutive year with Mrs. Riley. Mike had attended pull-out remedial classes for each of his grade two years prior to receiving additional resource room assistance in grade three. Results of an individual intellectual test administered during Mike's initial grade two year indicated above average intellectual ability. Two years later, an individual intellectual assessment on an alternate test battery indicated average learning ability.

Mike, the eldest of two adopted children, was physically slightly smaller than his classmates. He consistently arrived at school clean and neatly dressed. His bright red hair, big eyes and frequent smile were the dominant aspects of his physical appearance. Glasses were prescribed part way through this study and he began to bring them to school regularly although he had not yet developed the habit of wearing them consistently.

Mrs. Riley. Mrs. Riley, the regular class teacher, completed her B.Ed. degree in 1978-79 after having taught for six years. Her varied experiences, which spanned 16 years, included teaching assignments in physical education at the junior and senior high level as well as elementary school teaching at the grades three, four, and five levels. The majority of her teaching experience had been at the elementary level where she utilized her Early Childhood major. Mrs. Riley taught in various school districts, both rural and urban, in Ontario and in Alberta. At the time of this study, Mrs. Riley was in her tenth year of teaching at Sunnyvale School.

Mrs. Clarke. Mrs. Clarke, the resource room teacher, earned her B.PE. degree in 1975 and her PD/AD (Professional Diploma after degree) in 1977. Her entire teaching career, which spanned nine years, had been spent with the present school district. Her teaching assignments had included six years as a classroom teacher in grades two, three, and four and remedial reading teacher for three years. Mrs. Clarke noted that attendance at various Language Arts in-services and conferences had kept her knowledge of the field current. At the time of this study, Mrs. Clarke was in her first year of teaching at Sunnyvale School.

The Settings

The Regular Class. Mrs. Riley's third grade classroom was located just down the hall from the resource room and the library. The regular classroom appeared spacious with the 25 student desks periodically re-arranged into rows or clusters. One narrow set of windows graced both sides of the northeast corner where Mrs. Riley's desk was placed. An extended blackboard covered the entire front wall while the east blackboard was used as bulletin board space. Additional bulletin board space appeared along the west and south walls. A large piano sat across the southwest corner while a round conference table was centrally located at the rear of the classroom. Low bookshelves stretched the entire length of the east wall as well as across the back of the room. A child-sized wooden deck chair sat at the rear of the classroom near the door. This had been designated as the "author's chair" and was carried to the front of the room whenever a student read his/her writing aloud. Student coat hooks were placed in the hallway outside Mrs. Riley's classroom.

The classroom reading program was primarily based upon the Gage Expressways series using the reader Handstands. However, Mrs. Riley used a thematic approach as she supplemented this series with other reading material. For example, when the Gage Expressways series included a fable and Mrs. Riley noticed that the interest of the children had been aroused, she introduced a variety of fables to the reading program. During approximately half of the observational phase of this study, Mrs. Riley used the novel, Owls in the Family by Farley Mowat, as the primary source of reading material. Each student had his/her own copy of the novel and each kept a duo-tang or "novel study booklet" in which assignments related to the novel were completed. Reading and responding to assignments resulted in each chapter being completed in approximately one week.

The spelling portion of Language Arts was based upon the text, Spelling in the Language Arts published by Nelson. Students were given a pre-test at the beginning of each week, completed exercises for each unit and were given a post-test at the end of the week. Thus, one unit was completed each week.

Time was allotted each morning for students to write in their diaries. Students were invited to contribute to a collection of memories of the previous day's activities which Mrs. Riley wrote on the blackboard. Example:

Mon. March 23, 1987
+2 warm
-Reading Rainbow
-Novel Study
-practiced songs
-learned about Frobisher Bay

Students were expected to copy the information into their diaries and then add news of personal interest.

Story writing in the afternoon was also a part of the routine. Students wrote rough drafts either from their own freely chosen topics or from prepared "story starters". These stories were shared with the class by having the writer sit in an "author's chair" at the front of the room and read his/her creation aloud to the group. Students were assisted in "publishing" their stories by having the teacher or teacher aide correct spelling errors prior to the student re-copying the story. These "published" stories were then typed by parent volunteers and placed in the child's writing folder.

The resource room. Pull-out resource room classes were held in a designated room off the library. Students attending resource room from Mrs. Riley's class would walk approximately 25 metres and enter the resource room from the main hallway. This rectangular-shaped room was approximately one-half the size of the regular classrooms in Sunnyvale school. Entrance to the room was gained through doors at opposite ends - one led into the library and the other into a hallway. The resource room was furnished with one oblong table, one round table, a teacher's desk, numerous chairs, a student desk used as a supply table, and numerous bookshelves filled with assorted reading material. The walls were covered with bulletin board material and a section of blackboard stretched across a short wall at one end.

The novel, Strange Lake Adventure by Sharon Siamon, formed the core of the reading program in the resource room during the major portion of this study. Various activities such as diagramming the setting, drawing the characters and writing predictions followed the reading of sections of each chapter. Towards the end of the observational phase, spelling words in "family" groups replaced the novel reading.

Data Collection

Tape recordings of all classroom interactions (with the exception of the initial two-week period) were made while I was conducting the observations. In addition, I kept a log of field notes made on site. Expanded field notes were made as soon as possible after leaving the school. These were combined with transcriptions of selected portions of the audio tapes. Thus the completed observations informed future observational sessions. The volume of data proved too immense to keep up with complete transcriptions and therefore, it became necessary to further transcribe tapes and combine these with field notes after the completion of the data gathering phase.

Interviews were conducted at the conclusion of the observational phase. Individual interviews were held with the regular class teacher, the resource room teacher and with the principal. Each child in the group of six was interviewed individually, but only data from the three children who were the focus of this study were analyzed. Each interview was tape-recorded and fully transcribed.

Photocopies of the products each child generated in each class during my observations were made whenever possible. This included written assignments as well as tests completed by the children. Pertinent information from teachers' files as well as from individual cumulative records was gathered.

Adjusting to my presence appeared to be a relatively smooth transition for students and teachers. I was introduced as a university student interested in how people learn to read. As a non-participant observer, my presence apparently was soon forgotten as the classes continued their usual routines. In both settings, I sat where I could observe the children yet remain silent and slightly separated from the group. The tape recorder sat on the teachers' desks and recorded audible classroom interactions. Although the majority of the children soon ignored the presence of the tiny recorder, one of the children who became an integral part of this study, Shaun, was intrigued by it. He occasionally walked over to it and spoke into the machine. This behavior was more prevalent in the resource room setting where the tape recorder was physically closer and Shaun moved about the room more frequently.

As the weeks rolled by, I was, for the most part, ignored by the children. As a non-participant, I held little interest for them. Some children greeted me with a smile or a soft word but in general, children saw me arrive and continued with their activities.

Data Analysis

Repeated readings of the expanded notes was the major method of data analysis. Data were re-read numerous times in search of recurring themes and to find instances of the children's responses and interactions. Major categories of the children's responses to instruction were separated out for specific analysis. This included all instances of oral reading, of writing and of oral responses to the teachers' questions as well as the children's questions of their teachers.

Document Analysis

Analysis of the products generated can supplement observations of children engaged in language arts. Insight into processes used can be gained through inferences drawn from analysis of children's oral reading miscues, their unaided retellings, their responses to questions, and their written products.

Oral Reading. Analysis of oral reading miscues provides "a window on the reading process" (Goodman & Goodman, 1977). Research has shown that all readers occasionally miscue when reading aloud. Miscues are not regarded as errors, but rather as indicators of how the reader is making sense of the text (Moffett & Wagner, 1983). When the oral reading is less than perfect, there are opportunities to record the work done by the reader to produce meaning (Clay, 1985; Fagan, 1987). Fluent readers are more likely to make miscues that mean about the same thing as the printed word and to spontaneously correct minor slip-of-the-tongue miscues (Gillet & Temple, 1986). "Miscues reflect the degree to which a reader is understanding and seeking meaning" (Goodman & Goodman, 1977; p.320).

In this study, instances of tape-recorded oral reading were fully transcribed. Miscue analysis was performed on all oral reading miscues in order to describe each child's interaction with print. Selected categories of Goodman & Burke's Reading Miscue Inventory (1972) were used. Goodman & Burke's category of graphic similarity provided an indication of the degree of processing of graphic cues. Their categories of grammatical acceptability, semantic acceptability and meaning change were used to provide an indication of the degree to which each child was relying on grammatical structure and the meaning context to predict words as he/she read. Goodman & Burke's correctional behavior category was employed as an indicator of the degree to which each child engaged in monitoring as he/she read. These categories are outlined in detail in Appendix A. Interrater agreement with my thesis advisor ranged from 90 - 100 percent on the coding of oral reading miscues. In addition to miscue analysis, word identification accuracy levels were calculated and instructional levels for passages read were determined according to the following levels (Clay 1985, p.17):

Independent level	95% or more }	accuracy
Instructional level	90 - 94% }	on word
Frustrational level	89% or less }	identification

Writing. Daily diary writing and novel study booklets were the main source of student documents. Other assignments and tests completed during the observational phase were also analyzed. Analysis of composing processes was not undertaken due to the structured nature of tasks. Each child's invented spellings were analyzed to determine strategies used. Nolen & McCartin (1984) suggest that we "look for patterned regularities among a child's errors" which can be interpreted as "evidence for how the individual thinks about spelling" (p.148). In this study, errors were coded for sound-based strategies as well as knowledge and use of spelling generalizations and visual memory. The error classification system (based on Nolen & McCartin, 1984) is presented in Appendix B. Interrater agreement with my thesis advisor on the coding of errors reached the 90 percent level. Accuracy levels were then computed. The Cramer (1982) scale was employed for identification of spelling levels with instructional level set at 75% accuracy on unedited work.

Question Data. The use of questions in reading lessons is so widespread that Pearson & Johnson (1978) state that "questions have been the mainstay of reading comprehension for decades" (p.154). Students' responses to various question types provides an indication of their processing of textual information. While various taxonomies exist (examples cited in Pearson & Johnson, 1978), researchers have broadly identified three general types of questions. Definitions for each of these question categories are presented in Appendix C. The questions children ask reveal information regarding areas they find confusing. Comber (1988) found that she was able to use children's questions as "a window on their understandings and approaches to reading and writing tasks" (p.152).

All oral questions answered by each child in this study were analyzed for accuracy level. Question content was analyzed and determination of question category (literal recall, inference/synthesis, or use of background knowledge) was made. Content of questions the children asked was also analyzed for intent.

Trustworthiness of the Research

Lincoln and Guba (1985) assert that conventional criteria applied to the rationalistic paradigm are inappropriate to the naturalistic paradigm. They demonstrated the inappropriateness of conventional criteria (internal and external validity, reliability and objectivity) and proposed alternative criteria to consider the four critical areas. Criteria to be used as guidelines to the trustworthiness of the naturalistic paradigm include credibility, transferability, dependability and confirmability.

Credibility

Credibility compares to internal validity in the rationalistic paradigm. Lincoln and Guba (1985) suggest that some of the following methods might be followed in order to enhance the credibility of the interpretation: prolonged engagement at the site, persistent observation, peer debriefing, triangulation, collection of referential adequacy materials and member checks.

These procedures were employed to varying extents in this study. Persistent observations were made several hours per week in each classroom over a twelve week period. Numerous discussions with my faculty advisor and with fellow graduate students allowed for debriefing. Triangulation of data collection was ensured by combining observations with interviews and document analysis. Collecting many hours of audio-tapes and observational notes provided referential adequacy materials although it was necessary to use all instances of reading and writing in the main body of the analysis. Member checks were carried out on an informal basis in the form of "recess chats" with the teachers during the data collection phase. One teacher was provided with the transcript of her interview and given the choice of what to omit in order to ensure that she was not uncomfortable with the interview data included.

Transferability

Lincoln and Guba (1985) compare transferability to external validity and state that it is not possible to develop "truth" statements that have general applicability. Instead, they suggest that statements which are descriptive or interpretative of a given context be made. By performing theoretical/purposive sampling and collecting "thick" descriptive data, the researcher develops "thick description of the context in order to make judgments about the fittingness with other contexts possible" (Guba, 1981, p.21). In this study, I have attempted to generate detailed descriptions of the two contexts and to provide the desired "thick" descriptive data so that the reader may make his/her own determination of the degree of fittingness with other contexts.

Dependability

While naturalistic research cannot be exactly replicated, Guba (1981) suggests three steps to parallel such a requirement: overlap of methods; stepwise replication with two research teams (analogous to the "split-half" reliability of tests); and the use of an external auditor. Stepwise replication was not possible in this study but both overlap of methods and an external audit were carried out. My faculty advisor served as an external auditor reading all forms of raw data and following the "audit trail" (Lincoln and Guba, 1985, p.319).

Confirmability

Data and interpretational confirmability in naturalistic research are seen along similar lines as objectivity in the rationalistic paradigm. "The major technique for establishing confirmability is...the confirmability audit" (Lincoln and Guba, 1985, p. 318). These authors state that "a single audit...can be used to determine dependability and confirmability simultaneously." (p.318) Thus, my faculty advisor was able to follow the audit trail both throughout the analysis and writing phases and following the completion of the entire project.

CHAPTER 4

PRESENTATION OF DATA

This chapter consists of two major data sections: the first describes the children as they engage in language arts and the second details their responses to instruction.

Mike in Regular Class

Mike, at the age of nine, had clearly learned the tacit rules of social behavior. Respected by teachers and peers alike, he somehow knew just what he could get away with. His continual chair balancing and propping his feet up on his desk might be considered unacceptable in other contexts, but because Mike met his teacher's expectations in some areas, latitude in other areas was allowed. Mrs. Riley's view of Mike as an intelligent child struggling with a learning problem colored all of her interactions with him and how she interpreted his behavior. In the regular class, Mike was frequently the center of attention, relying heavily on his oral facility to enter into class discussions. As one of the key figures in Mrs. Riley's grade three class, his input and opinions were sought and his ideas were listened to with apparent interest by the teacher and the students. Mike frequently raised his hand during class discussions and was nearly always called upon when he did so. He appeared to particularly enjoy defining words and predicting outcomes. All in all, Mike seemed to receive a great deal of positive attention for his efforts.

Getting the teacher's attention and help seemed effortless for Mike. She would check on him at frequent intervals during language arts. When Mike had a question with a written assignment, he would look towards the teacher and decide how likely it was that she would see him. If it appeared that she was busy elsewhere, he would raise his hand briefly and then either engage in off-task behaviors or walk over to her and request help.

Mike often received additional individual instruction on concepts which he found difficult. For example, during spelling Mrs. Riley re-taught a lesson on silent consonants to Mike as she stood beside his desk. Earlier, when she had reviewed the concept for the entire class, Mike was busy working on other questions in the spelling book. When he approached the question involving silent consonants, he appealed to the teacher for assistance.

Mike's physical conduct in class gave the impression of a great deal of movement despite the fact that most of his language arts time was spent in his desk. Rare were the times when he sat on his chair with both feet on the floor. While writing, Mike could be seen with one leg curled up on his chair or sitting with both knees under him. While listening, Mike's chair acrobatics were spectacular! One of his favorite poses was to lean away back, balance on the two chair legs and clutch each front chair leg in one hand. Another common position involved resting both feet on the ledge inside his desk and leaning back on two chair legs with the front legs suspended in mid-air!

Organization of materials in his desk as well as pages in his novel study booklet proved to be a challenge for Mike. Books, papers and assorted small objects were hastily jammed into his desk and would sometimes fall out when he was searching for a particular notebook. The looseleaf pages in his novel study duo-tang were not in sequence and were sometimes placed in upside down. When Mike couldn't find his basal reader Brent went over and tried to help. When it still had not been found and the class was waiting to begin the lesson, Mrs. Riley went to Mike's desk and began pulling out all of the papers and notebooks. She piled these on his desk and told Mike that he should tidy the desk during the noon break. The entire class waited until the book was located. After the completion of the oral reading and discussion of the story, Mike asked Mrs. Riley if he should put the pile of notebooks away. After ensuring that other students were actively engaged with the written assignment, Mrs. Riley went to Mike's desk once more and removed the remaining clutter from inside. She sorted through his material and sent the unnecessary papers home with him (Apr. 9).

Engaging in Language Arts

Mike's diary was faithfully kept for each school day and weekend news was written upon returning to school. The rare omissions that occurred were only on the school days when Mike was absent. Mike often volunteered items for inclusion in the class list of daily events. Diary time, for Mike, frequently began somewhat later than it had for his classmates as he tended to play with small toys, chat with his neighbors and delay putting on his shoes. When he finally did begin his writing in his diary, it generally consisted of one or two sentences related to the blackboard items.

While Mike expressed himself orally with apparent ease, responses in the written mode were difficult for him. Whenever an assignment involved a written response, Mike required more time than many of his classmates. His oral composition generally enabled him to formulate answers, but his difficulty with conventional spelling hindered his written expression. Mrs. Riley often stood beside Mike's desk and told him the appropriate spellings or wrote the correct word above Mike's attempts. Mike was then expected to change the word to the conventional spelling.

Some of Mike's first drafts on March 6 were as follows:

1. for mons has past sins the story began.
4. my most fafwret adventcher is wene the big bulles fownd billes cave.

Mike's Final copy :

1. four months has past sins the story began.
4. My most fafwret adventcher is when the big bulles fownd Billy's cave.

Mrs. Riley expressed her concern regarding Mike's written language when, during our interview, she mentioned his spelling difficulties. She noted that accurate spelling had been a continuing problem for Mike. Using the word "when" to illustrate her point, she remarked that Mike had consistently misspelled it as "wen" or "wene". She explained that she re-emphasized its accurate spelling and then alerted him to the word "when" in all of his work for one week.

> "... and it got to be a joke. And of course this boy you can deal with with that kind of humour, and I'd come and I'd just point and I'd walk away. And he'd giggle and he'd laugh and by the end of the week, he had "when" spelled correctly all the time" (Apr. 29).

During the oral reading of Owls in the Family when the teacher or a student read, Mike displayed a variety of responses. His most frequent activity at this time was to balance precariously on his chair and lean his upper body across his desk while focusing his visual attention on the reader. Another common activity for Mike during the novel reading was to play with assorted objects in his desk.

Focusing attention on the print and following the reading tended to occur only as a result of the teacher's reminders to look at the book. Mike did not volunteer for a turn to read passages aloud.

Relationships

Mike was well-liked by his classmates. Whenever an assignment involved working in pairs, he was among the first to be chosen. Scott chose Mike as a partner with whom to work on the assigned chapter summary for Owls in the Family. Scott requested that Mike do the final copy because his "printing is neater". Murray and Mike were usually seen together heading out for recess with the soccer ball. Brent, who sat nearby, was often playing around with Mike in class. Mike's oral contributions to class discussions were well received. Mrs. Riley expressed her view of Mike's relationship with his peers when she commented that Mike "has ideas and can come up with them like my bright ones. He has their respect, too" (Mar.10).

Mike's relationship with Mrs. Riley was characterized by her concern about his progress. She stated that Mike "is so bright" and that "he's got so much potential" (Apr. 29). Mrs. Riley explained that "his reasoning is so far ahead" and that "he can answer what the rest of the class can't" (Mar10). She checked on him frequently during the lessons, called on him regularly during class discussions and spent time with him individually. Physical indicators of acceptance included her hand on his shoulder as she walked beside him answering the question he had come to ask. Verbal approval was frequent as well. An example of this occurred the day Mike read aloud an unassigned report on owls he'd done at home. Mrs. Riley remarked to the class "what an ambitious boy! I'm really pleased when somebody does something like that" (Mar. 3).

Mike in Resource Room

Mike was attentive and seemingly eager to complete assigned tasks in Mrs. Clarke's resource room. Generally he was "on task" and eager to participate in activities. He had numerous opportunities to read aloud to the group and to make predictions and explain the meanings of words encountered during the reading of the novel, Strange Lake Adventure.

The group usually gathered around the table in the resource room with Mrs. Clarke sitting at the end nearest her desk. The children chose their places at the table each day when they arrived in the class. Mike was the most consistent of all: he always sat at the opposite end facing Mrs. Clarke and no one challenged his position. The height of the table and the adult-sized chairs combined to minimize the extent of Mike's chair balancing antics. He usually sat upright in his chair with the only exceptions being the times he kneeled on his chair or stretched his upper body along the table.

On the few occasions when Mrs. Clarke requested that students sit on the carpetted floor for reading or sharing, Mike sprawled out full length. When it was his turn to share what he'd written, he remained in his side-lying position as he read to the group.

Engaging in language Arts

The novel, Strange Lake Adventure, was read orally either by the teacher or by having students read the parts of the characters and the narrator. Mike commonly looked at the speaker or played with his felt pens and occasionally followed the print. Consequently, he frequently required assistance in finding the appropriate spot in the text when it was his turn to read. Whenever the teacher read a page or two aloud, Mike appeared intent upon watching her facial expressions.

Mike's silent reading really wasn't silent. The only silent reading I observed occurred when students were working on the Schonell Silent Reading Test. Mike's whisper reading was audible from my position across the room.

Mike apparently enjoyed reading the character's parts aloud in Strange Lake Adventure as he frequently requested a turn and eagerly accepted the extra opportunities to read whenever Shaun declined the invitation to read. Mike often read haltingly, experienced difficulty with word identification and paused for Mrs. Clarke's corrections. While reading as the narrator, he stumbled over "Anna felt" repeatedly saying "Anna left". Mrs. Clarke provided a great deal of support during Mike's oral reading by pronouncing words when he paused and providing instant corrections of miscues.

Mike was always eager to share his knowledge and opinions orally. Whenever Mrs. Clarke asked the students what they had learned in the previous chapter, Mike was ready to answer. Mrs. Clarke's frequent question "What do you think will happen?" also met with Mike's eager replies.

Following the reading of a book which he found on Mrs. Clarke's bookshelf called Moving Things, Mike gave an extensive explanation of what he had learned. "It taught me how to make a parachute. What you do is you take a handkerchief and you take four corners..." He continued on to explain the procedure. Without pausing to take a breath, he maintained his position as speaker by saying, "And it taught me how to make a bear that actually walks. You get, um, a piece of paper and ...".

Mike really enjoyed oral communication and was given numerous opportunities for oral sharing. When Mike attempted to express his opinions verbally rather than engage in the assigned writing, Mrs. Clarke usually encouraged Mike to write it down. In order to receive attention from Mrs. Clarke for his efforts, Mike was encouraged to use written expression. In this small group setting, it seemed unnecessary to raise one's hand for turn taking or for asking questions. Thus Mike was able to have his questions answered just by asking Mrs. Clarke whenever the need arose.

Mike was not always willing nor eager to write. When he did write, there were times when he was obviously displeased with his efforts.

Mike: Do I have to share mine? I can't read it (Mar. 17).

Teacher: This is to show you what kind of spellers you are.

Mike: I know, rotten! (May 1)

On one occasion, Mike did write a piece in response to the teacher's blackboard questions and raised his hand for an opportunity to share it:

> They conld nod get acros the Pond erik
> and ann wre on snowhows. They were going to
> wack airos the Pond and mary was going to
> mach a nwe trail and hse is going toleve the
> sled there. I think Ehric and Anna are going
> to get there frist becuse tThey are taching
> asusfe way and Mary his to mach a trail and
> comd to get the sled. (Mar. 17)

Mrs. Clarke sometimes wrote at the same time as her students were writing about the novel. Mike watched with rapt attention as his teacher wrote her piece on April 8. Following this, he read his writing for the group.

The novel study booklets, made by Mrs. Clarke for each student, consisted of sheets of 8 1/2 by 11" paper folded in half with a piece of manila tag for a cover. Pages were held in place by a large split pin in the top left hand corner. Mike's booklet was the first to tear and pages began to fall out. He complained that his pages were loose and Mrs. Clarke then refastened each student booklet with staples. Mrs. Clarke commented to me later that day that organization of books and materials seemed to be an area of significant difficulty for her resource room students.

Relationships

Mike was well-liked by the other students. For partner reading, he worked at various times with Murray and with Shaun. Mike made no protests regardless of who his partner was. When reading with Shaun, he seemed content and even happy to do more than half of the oral reading.

Mike and Mrs. Clarke shared an amicable relationship. Mike appeared to particularly enjoy her oral reading of the novel as he sometimes smiled broadly at her as she read. Mrs. Clarke expressed her desire to protect him from possible ridicule by other students. On March 27, Mike's mother visited the resource room and participated with the children during the lesson. She sat at the long table and children chatted with her about the pictures they were drawing in response to the day's reading. When the subject of adoption was raised, Mike's mother confirmed that Mike had been adopted as a baby. Shaun heard this and began a little dance singing, "Michael's adopted, Michael's adopted." Mrs. Clarke immediately put a stop to this. She later expressed her concern to Mike's mother that such a performance may cause Mike some embarrassment. His mother assured the teacher that the family had always been really open about it and Mike could handle any queries other students might have.

Cayli in Regular Class

Cayli, a quiet and well-behaved child, always tried to do her best in the classroom. Regardless of the nature of the task (eg. listening, copying, following the print or answering questions) Cayli could be found sitting quietly in her desk with her gaze and her attention fixed appropriately. Her customary pose was that of a quiet, almost withdrawn child. Day after day she sat in her desk, feet flat on the floor, shoulders hunched over and curled inward. Her entire physical being seemed to be curled inward in a sort of a "seated fetal position." Sometimes she would absently run her beads across her teeth or hold them in her mouth and suck on the strand. Occasionally she would suck the narrow end of her pencil-shaped plastic pencil case.

Engaging in Language Arts

Each morning when Mrs. Riley signaled the beginning of a new work day by saying "Take out your diaries, please", Cayli very obediently took her diary notebook from her desk as well as the necessary pencil and eraser and promptly opened her diary to the appropriate spot. She would copy the date exactly as Mrs. Riley had written it on the board. Never did Cayli make any attempt to orally contribute a news item of either class or personal interest. She sat in anticipation, prepared to copy whatever was printed on the board. Cayli always began immediately - wasting no time prior to fulfilling her obligation to copy the news.

The novel, Owls in the Family by Farley Mowat, was read aloud in class, chapter by chapter. Some parts were read by students who volunteered (consistently the more-able readers) while other parts were read aloud by the teacher. Mrs. Riley appeared to particularly enjoy the dramatic episodes which she read with infectious enthusiasm. Consistently, Cayli followed the print in her own copy as the story was being read aloud. Discussions which followed the reading of various passages were led by the teacher with students volunteering their input. Cayli appeared to be following the discussion as her gaze usually fell upon the speaker but Cayli herself did not volunteer to read passages nor did she verbalize any input to the discussions.

Tasks which followed the reading of each chapter were faithfully attempted by Cayli. She could be seen busily engaged with the tasks presented. Whether this involved writing answers to questions Mrs. Riley had written on the board or providing written summaries of incidents from the novel, Cayli consistently completed her assignments. When the task was to create her own questions and put one of those on the board for the other class members, Cayli demonstrated painstaking attention to detail. She erased and re-wrote time and again in her attempts to print it with perfection. In the end, Cayli spent six minutes printing with tiny letters her question:

What is a caravan? (Mar. 10)

Cayli kept all of her school and personal articles in precise orderliness. The interior of her desk was tidy at all times and the pages in her duo-tang for the novel were properly organized. She printed with great care and appeared to derive pleasure from her neatly formed and brightly colored drawings. Cayli's diary, too, was clearly organized with colored horizontal lines separating each entry and each new date carefully set above the text for the day. Diary entries written at home on school holidays were not nearly as neatly written. It would seem that Cayli viewed the classroom tasks as requiring precision whereas the out-of-school writing required transmission of her message and surface neatness was less important.

Cayli seldom requested assistance from the teacher, preferring it would seem, to seek advice from classmates seated in her cluster of desks. It was predominantly at times when half of the students were attending computer classes elsewhere that Cayli would ask a question. Cayli sat quietly in her desk with her hand raised as she waited patiently for the teacher to respond. This help was usually forthcoming very quickly and Cayli would ask for clarification of a question or for help with a word and continue with her assignment. One event is, however, noteworthy in that it demonstrates the depth of Cayli's acceptance of the "system" and perhaps illustrates her view of her place within it. On one particular day, the assignment was to choose, copy and answer three questions from among the array of questions students had printed on the blackboard (Mar. 10). As one group had gone to "computers", Cayli had no classmates within close proximity whom she could question. During that half hour period, Cayli spent the majority of her time sitting with her hand up waiting for clarification. The instructions had been repeated several times but Cayli didn't know what to do. After about four minutes had passed, Mrs. Riley acknowledged Cayli from across the room. The answer to Cayli's question about the necessity of copying a question from the board was given and Cayli began her task. About three minutes later, Cayli again raised her hand and waited. She engaged in no other activity, she just sat and waited with her hand up. Mrs. Riley continued to circulate among the students and was heard to remark, "Cayli has been waiting a long time" just prior to her visit to Cayli's desk. Cayli continued to wait for a fleeting interaction during which she was told to capitalize a letter and that the teacher would return to answer her question. However, the recess bell rang almost immediately. Cayli's only activity for 23 minutes of the 30 minute period was to wait with her hand up.

Relationships

It appeared that Cayli was well-liked and accepted by her peers. When the novel study task involved work with a partner from the other computer group, Cayli was quickly chosen by one of the top female students. The other girl composed and wrote the summary while Cayli participated by drawing the illustration.

A girl who also attended the pull-out group, Lisa, was a good friend of Cayli's. One day during "sharing time" after a lengthy hour-long session of listening to other children read their creations, she was tempted by the nearness of her friend. In what became the only time I observed Cayli "off task" in the regular class, she and Lisa engaged in a session of illicit note-passing. Sharing questions and thoughts, Lisa wrote "Do you like me? I like you." and Cayli responded by writing, " I gess so!" Lisa's reply was quickly written: "good reit me a litter"!

Cayli's relationship with Mrs. Riley seemed to be quite neutral. Cayli was never really conspicuous in the classroom for either negative or positive work or behavior. She was just there. Cayli was a well-behaved girl and a hard worker accepted by the teacher but in many ways basically ignored, or perhaps overpowered by the more verbal students and by the sometimes disruptive behavior of others.

Cayli in Resource Room

Resource room, for Cayli, was a place to talk, to move and to be recognized. She smiled frequently and enjoyed giggling with her friend, Lisa. Here there were no desks, no assigned seats and numerous opportunities to talk to others and to the teacher. Cayli took advantage of every turn to read aloud and volunteered for more. She raised her hand, she called out answers, and she offered her opinions. Sometimes she raised questions about concepts which puzzled her. In the small group setting of the resource room, Cayli was an active participant.

Cayli always chose to sit on Mrs. Clarke's right, competing for the spot beside her teacher. When, during one session, Mrs. Clarke's customary position at the "head" of the table was altered, Cayli too changed her position and once again sat on Mrs. Clarke's right side (Apr. 24).

Cayli usually sat at the long table but did take advantage of the freedom to choose alternatives. She sometimes moved to the round table to complete assignments and she usually sat on the floor behind the teacher's desk for oral reading with a partner. Cayli's body language revealed excitement, frustration, and impatience. In response to Mrs. Clarke's suggestion that they might dramatize the story some day, Cayli began jumping up and down as she stood by her chair. Upon completion of the assigned pages for partner reading, Cayli yelled "finished!" and circled the table three times before sitting down again.

Engaging in Language Arts

As the novel, Strange Lake Adventure, was being read aloud by the teacher or by students taking parts, Cayli consistently followed the print. Her customary pose was to sit upright and hold the novel in both hands although she sometimes let it rest on the table while she sucked the end of her large pencil case. Even when the teacher read seven pages, much longer that had been her custom, Cayli continued to follow the print very closely.

Cayli was eager to read aloud whenever the opportunity arose. Sometimes she yelled "me, me!" when Mrs. Clarke asked who would like to read next. Cayli was eager to read parts regardless of whether they were those of the male or female characters. Her oral reading had a conversational quality; she generally read fluently with comparative ease.

Cayli was very verbal in the resource room. She generally made her opinions known and always ensured that she was treated fairly and given opportunities to read, to answer and to share. Cayli frequently responded to the teacher's questions and often called out answers and opinions. Cayli yelled "I know what would happen!" when the teacher held a snowshoe and talked about ice forming on the bottom of it (Mar. 13). She eagerly predicted that the children would put a table beside the prospector's bed and then go to find their missing sister (Apr. 8). In response to the directions for a writing assignment, Cayli yelled very loudly "O-KAY!" (Apr. 7). When discussing character traits, Cayli shouted "What about Anna?" (Mar. 4).

Cayli showed no hesitation in asking questions about story concepts. During the discussion of the possible sizes of gold nuggets, Cayli asked "Can they be as big as the clock?" If there was something which she didn't understand, Cayli was persistent in her efforts to have the concept clarified. During the reading of an episode where one character fell off the snowmobile, Cayli was confused. She raised her hand to ask about it and Mrs. Clarke, mistaking this for a request to read aloud, nodded at Cayli.

Cayli: How come....?
Teacher: they found....

> Cayli: They found Eric two minutes later around the corner of a big rock. (and she continued to read)

Mrs. Clarke continued by giving another child a turn to read and Cayli pleaded: "I have something to say". Realizing that she was being ignored, she put her hand down. Following the teacher's reading of yet another paragraph, Cayli said a little louder, stomping her foot for emphasis, "I have something to say!". Mrs. Clarke asked if it was about the story and Cayli then asked: "Why is Eric here and the snowmobile went past?" She pointed to the picture in the novel. Mrs. Clarke then explained a few additional details of the setting which helped Cayli to picture the scene and to understand the actions of the characters (Mar. 10).

Cayli almost always verbalized any difficulties or frustrations she experienced in the resource room. After pondering Mrs. Clarke's request to "write down all the things you can pick", Cayli said "I can't think of one thing!". Spelling was done with three children at the blackboard and three at the long table and then they exchanged places. When it was Cayli's turn at the blackboard, she exclaimed "I know how to spell "snow" but not "shoes" and she looked over to see what Rob had written. A few minutes later she yelled out "I know how to spell it!".

Cayli's willingness to share her writing and her drawing varied. Some days she eagerly clamboured for a turn while at other times she expressed extreme lack of confidence in her own work. Cayli was rather apologetic as she shared what she had done the day that Mrs. Clarke wrote while the children were writing. The assignment, a continuation from the previous lesson, was to write predictions for the next episode and to illustrate the adventure. Students were then asked to write two questions they'd like answered in the next chapter. Mrs. Clarke continued writing her piece. Cayli listened intently as Mrs. Clarke read hers aloud and then asked "Who else would like to read their story?". Cayli immediately raised her hand and stood there shaking her foot up and down in anticipation. Cayli had completed and shared her written prediction during the previous lesson. That day, she had been engrossed in her drawing of the adventure and had neither revised her earlier writing nor written any questions. Cayli told Mrs. Clarke "I don't really have a story but I have a picture that's not very good" (Mar.18). She shrugged her shoulders up and down during her oral explanation of the picture and punctuated her talk by whispering "It's not very good" three times.

Cayli displayed eager confidence about a week later when students wrote their own predictions regarding the dangers the story characters might encounter. After two classmates had read, Cayli asked, "Can I read mine?"

> Teacher: You sure can!
> Cayli: I think they will run into a wolf and they run away and they run into Mara.
> Teacher: So when they run away, they accidentally run into Mara. Good idea.
> Cayli: And I have a picture. There's a wolf and there's Mara. (Apr. 8)

On this occasion, Cayli eagerly shared her writing and her drawing with apparent confidence. Cayli always appeared eager for a turn to share but varied in her apparent comfort with her products.

Cayli was expert at ensuring that Mrs. Clarke noticed her. She would call out, wave her hand, stand up and often shout "I know!". If Mrs. Clarke paused when assigning oral reading parts, Cayli quickly shot her hand up and shouted "I want to be Mara!" or whatever character had not been assigned. Occasionally she waved her hand emphatically and yelled "ah, ah, ah," in her exuberance to answer a question. Cayli was eager to perform small services for Mrs. Clarke such as handing out books or erasing the blackboard. Whenever the resource room classes ended at recess or at dismissal time, Cayli and Lisa lingered in the class chatting with Mrs. Clarke, erasing the blackboard or just casting about for something to do. Cayli became so accustomed to being called upon that once when she had raised her hand and had not been recognized, she expressed her annoyance with an audible clicking of her tongue.

Relationships

Cayli was well-liked by the three other girls in the resource room group. The four boys generally ignored her except when Murray held her long hair back and she retaliated by slapping his hand. During paired activities, Cayli and Lisa generally read together while the two girls from the other class, Pat and Ann, worked together. Whenever one of them was away, the other one chose Cayli. When Cayli read with Pat, it was always Cayli who went to ask the teacher a word, regardless of which of them had been reading at the time.

Cayli and Lisa shared many giggles while in the resource room. They generally sat across from each other at the long table where they could easily exchange smiles, giggles and comments. Cayli's purposeful belches, passing of gas, and fake coughs would send both girls into a fit of giggles. Usually these little incidents were temporary and both girls would soon return to the group activity.

A different side of Cayli was seen in her reaction to the difficulties experienced by her classmates. She laughed loudly at Mike's miscue of "slippers" for "supplies" when he read "Now what did you say about the rest of my slippers.." (p.47). While seated with the entire group at the long table, Cayli asked "How come when Murray's reading he skips words?" Mrs. Clarke tried to explain that his brain was racing ahead of his eyes but Murray defended himself to the group by saying "No, 'cause I wanna!" (Apr.8). A further example of Cayli's reaction to the difficulties of others occurred during a spelling lesson when she emitted a high-pitched laugh in response to Murray's observation that Mike had written "gooes". When Rob told about his spring break activities, Cayli yelled vehemently "He's lying!". Mrs. Clarke reacted by calmly saying to Cayli, "sh! He isn't lying, Cayli, excuse me but that isn't a fair thing to say" (Apr. 7).

Mrs. Clarke and Cayli shared a warm relationship. Cayli's consistent choice of a spot beside Mrs. Clarke, which included jostling with others when necessary, indicated her desire to be near and to be noticed by Mrs. Clarke. Once when Pat chose to read with Cayli because her usual partner was absent, Cayli expressed her envy of Lisa saying "Lisa's lucky, she gets to read to the teacher" (Mar. 4).

Mrs. Clarke responded quickly to Cayli's pleas for help. She enlisted Cayli's assistance in repeating instructions another student had missed and praised her for her memory. When Cayli responded to a question accurately, the teacher usually acknowledged this with: "very good". Despite a warm and caring relationship, Cayli's bouts of "silliness" did sometimes get out of hand and become an annoyance to Mrs. Clarke. She occasionally spoke sharply and snapped her fingers at Cayli and Lisa saying, "Listen! You two girls are really silly today".

Shaun in Regular Class

Boisterous, visible and always physically active, Shaun was conspicuous in Mrs. Riley's grade three class of 25 children. Throughout three major changes in seating arrangements, Shaun's position remained relatively unchanged near the center front of the classroom. His movement, his voice, and his disregard for conventional behavior combined to ensure that he was noticed by all who knew him. He made comments out of turn and employed any number of tactics in his relentless bid for attention.

Shaun seemed to be "all over the place" even though he spent most of his time at his own desk! He was in perpetual motion, seldom sustaining any activity for very long. Common activities included picking his nose, chair acrobatics, lifting his desk, and playing with assorted small objects. His frequent nose-picking demonstrated his lack of awareness of social taboos regarding such behaviors in public. Occasionally, while Mrs. Riley stood by his desk and read to the class from Shaun's copy of the workbook, he continued nose-picking and examining the results, unconcerned that all eyes were on him (Mar. 27).

Shaun so seldom sat in his chair with his feet on the floor that when he did it was noteworthy! His more customary positions involved propping his feet up somewhere inside the desk ledge, hugging his knees with his feet up on his chair or turning backwards in the chair with his knees over the backrest as he swung his lower legs back and forth. Sometimes Shaun would raise his desk up high on his knees and balance it up under both armpits. At other times, he would yawn, stretch and slide down in his chair and rest his neck on the backrest with his feet in the desk. Another favorite position involved sprawling his entire upper body across the desk top while his knees rested up on the chair. Playing with assorted objects in his desk also occupied Shaun's attention. He sometimes pointed his glue bottle like a gun at a classmate or played with felt pens, scissors or whatever was handy. One day, he cut a piece of tape from his roll and wordlessly placed it across his own mouth. Then he turned from side to side in an attempt to show his classmates what he had done. For this, he received little reaction. One of his more outlandish performances occurred on St. Patrick's Day while Mrs. Riley played a couple of lilting Irish tunes on the piano. Children sat in their desks singing the words as printed on the front blackboard while Mrs. Riley sat at the piano at the back of the classroom playing and singing along. Shaun, as usual, was seated by himself in the center front of the classroom. At first he sang along, then he rose from his desk and began to dance his own sort of jig in full view of the other students. As the tune ended, he quickly sat in his spot before Mrs. Riley looked over the top of the piano. When the next song had a different melody, Shaun changed his little jig and began to twirl and dip in a sort of pirouette. Other children watched but ignored Shaun's dance. One boy joined tentatively but rose only slightly from his desk before quickly sitting back down.

Engaging in Language Arts

Shaun frequently delayed work on his diary by playing with assorted objects in his desk, talking to others or fiddling with his shoes. Seldom did he actually put them on, preferring, it seemed, to play with the shoes and wear only socks in the classroom. When at last he did open his diary notebook, he spent little time actively engaged with it and produced brief entries. Shaun seldom volunteered news events when Mrs. Riley was printing the topics suggested by students. A notable exception occurred when he brought a newspaper article and a photo of his teachers playing wheelchair basketball. He raised his hand and when called upon, said "We had the basketball game" (March 10).

When Owls in the Family was being read aloud by Mrs. Riley or a student, Shaun seldom appeared to be following the print. Often, particularly during dramatic episodes, he focused his visual attention on the speaker. At other times, he would fiddle with whatever was in his desk, balance precariously on his chair and generally appear uninvolved with the print. Sometimes he would look towards the front of the room and read the posters on the wall near his desk. Shaun did not volunteer to read any part of the novel to the class.

When the task involved listening to a tape recorded story, Shaun sat up straight and looked at the machine for at least the initial portion of the story. The brief, well-narrated fables complete with music and sound effects were short enough to sustain Shaun's attention sufficiently that his more active behaviors were minimized at this time.

During the oral reading of a story from the Expressways reader, Mrs. Riley asked about a "contemptuous smile" and numerous students raised their hands. Shaun made a fierce smile and bared his teeth but did not attempt to show this face to anyone. A few seconds later when Mrs. Riley asked the students to show a contemptuous smile, Shaun did not repeat his earlier performance. Thus, although Shaun was "on task", he did not demonstrate his knowledge at the appropriate time.

Relationships

Other children seemed unresponsive to Shaun's sometimes unconventional behavior. As noted above, when Shaun danced his little jig, the children ignored it. No one pointed, laughed or tattled to the teacher. Their tacit understanding seemed to be : "Oh there goes Shaun, at it again!" as though the children were aware of Shaun's unacceptable behavior. Scott explained to me on the day that the straight rows of desks were re-arranged into clusters that Shaun "has to sit by himself because he talks" (Mar.6).

When it came time to choose partners for work on a chapter summary, no one wanted to work with Shaun. The names of students in "computer group B" were placed on the blackboard and children from "Group A" were to choose a partner. When the last three students from Group A were slow to make their choices, Mrs. Riley said "hurry girls or I'll assign you a partner!". One girl immediately took the only other choice from the board leaving Shaun as the last person from Group B. Mrs. Riley then assigned the two remaining Group A students to work with Shaun.

That Shaun was ostracized in terms of social relationships seemed an appropriate interpretation of a "pencil sharpener incident" on April 20. Mike had just returned from a trip to the wastebasket by the teacher's desk to empty a small pencil sharpener when Brent walked by and flashed a "knowing smile". Brent continued on his way to use the classroom pencil sharpener mounted on the rear wall. Mike then forced his newly-sharpened pencil onto his page, thus breaking the tip. Shaun walked back to the large pencil sharpener and stood in line behind Brent. Mike came next with his broken pencil. A shoving match ensued during which the other boys attempted to force Shaun to move to the back of the line and allow Mike to stand behind Brent. Mrs. Riley noticed the scuffle and checked Mike's pencil to verify that it did indeed require sharpening. She sharpened it for Mike, Brent returned to his desk and Shaun was left alone at the pencil sharpener to complete his task. It seemed that Shaun had invaded the other boys' planned rendezvous!

Not all of Shaun's social relationships were negative. One day, during the oral sharing of student writing, Shaun raised his hand and was selected by the teacher to be the first one to read his story aloud on sharing day (Apr.28). His story, "No Grown-ups" was a fantasy about a world without adults where children could do whatever they pleased. His story generated a great deal of excited chatter as well as questions and comments from the other children regarding practical outcomes in such a world. Mrs. Riley summarized the various comments by saying:

> "Everybody said, "oh, I like that story" because you can all relate to him, going to Tops in Toys and going to West Edmonton Mall...But I think his ideas of a good fun

> time are exactly what you people would agree
> with, right? Okay. Thank you, Shaun".

The following day, during sharing time, two girls who had co-authored an interesting and lengthy story had just finished reading it when Shaun yelled out, "Write another chapter". No one, not the authors, other students or the teacher gave any indication that he had even been heard. Shaun was ignored.

Mrs. Riley tolerated Shaun and essentially ignored his unacceptable behavior. She checked on his progress frequently and spoke to him often during language arts time. Her interactions with him were brief and generally consisted of encouragements to get to work or requests for him to write more legibly. The verbal interactions were usually short phrases such as "Would you re-write this line?" (Mar.10) or "Turn around Shaun" (Apr 13). Casual staff room conversations revealed her discomfort in dealing with his behavior when she remarked, "I'd like to nail his socks down!" (Mar.3). During the interview, Mrs. Riley commented that she suspected that "he can learn anything on a one-to-one basis, if you want to work with Shaun by himself and teach Shaun ... (Apr. 29). Despite her low-key approach to Shaun's attention-seeking behavior, Mrs. Riley was beginning to find it difficult to continue her positive interactions with him.

The tiny tape recorder customarily sat on the corner of Mrs. Riley's desk. Children would be very near whenever they walked up to put something in the waste basket. One day, while he stood by the waste basket, Shaun spoke directly into the tape recorder:

"Hi! Baby! Are you mine? (Mar 24)

As this was during the daily transition between diary writing and novel study, some students were moving about the room assembling the appropriate books. Shaun returned to the tape recorder and spoke a little louder:

"Hey! You're my best buddy. Did you know that?"

About an hour later during that same language arts period, Shaun again approached the tape recorder and whispered:

"You're my best buddy, you know that!"

Shaun in Resource Room

Shaun was literally "all over the place" in resource room. He took full advantage of the lack of desks and unassigned seating to try various positions. He ran, skipped and jumped in the small carpetted room. He tried various positions for reading, writing, drawing and listening. Shaun variously engaged in nose picking, gazing at posters on the walls, following the print, resting his head on the table, talking to the tape recorder, playing with small objects and wandering from place to place. Although he refused numerous opportunities to read aloud, Shaun engaged in an almost constant effort to gain attention and recognition.

The opportunity to choose one's own spot and the freedom to alter the original choice meant that Shaun moved often. He sat at the long table, under the table, behind a large cardboard carton, on the floor, and at the round table. During novel reading and discussions, Shaun almost always sat at the long table with the rest of the group. During the novel reading, he generally remained seated and kept his feet on the floor. Each time an assignment was given (whether reading, writing or drawing) Shaun would move from the long table to a position elsewhere in the room. Travel from one table to the other (a distance of about one meter) seldom proceeded by the direct route. Shaun's interest was captured by items in the room. Detouring to the far side of the room, Shaun felt the fuzzy toy buffalo, punched the cardboard box or explored the shelves prior to sitting at the other table.

The adult-sized chairs minimized Shaun's chair antics. While seated at the long table for discussions or oral reading, Shaun generally sat upright with his feet on the floor. Upon arriving in the resource room, Shaun competed for a position beside the teacher and generally succeeded in sitting to her right. One day Shaun arrived somewhat later than other students. He carried a small chair and placed it to Mrs. Clarke's right just slightly away from the table.

The spot beside her at the table was occupied, so he chose to sit slightly removed from the table in order to retain a position near the teacher.

Engaging in Language Arts

During the oral reading of the novel, Strange Lake Adventure, Shaun often looked at the speaker. Sometimes he would glance around at the posters on the walls and occasionally follow the print. Whenever the teacher read aloud, Shaun appeared to be listening intently, often chuckling aloud at humorous descriptions.

Shaun engaged in relatively less oral reading than did the others in this group. When he did read aloud, he read quite fluently and any miscues were generally meaningful. For example, he inserted "the" in "break trail", reading "break the trail". Although Mrs. Clarke invited Shaun to read the part of the narrator or that of a character, his customary response was "No". During partner reading, Shaun read less than half of the assigned passages. His various partners were quite willing to read major portions of the assigned pages. Mrs. Clarke stayed with the partners for a time in order to ensure that Shaun did, in fact, take a turn.

Shaun often contributed his predictions to the discussions led by Mrs. Clarke. He would sometimes wait with his hand up and sometimes reply when she addressed him directly. Some of his answers were clearly unreasonable, perhaps reflective of a narrow experiential base. For example, in reply to the teacher's request to predict which characters would set out in search of the missing girl, Shaun stated: "I think all of them will go." He made this prediction knowing that the old prospector was bed-ridden and couldn't even move about the cabin (April 8).

Shaun's voice remained high-pitched throughout all of his verbalizations. A squeaky, whining quality crept in whenever he was disagreeing with someone or pleading with the teacher over some disciplinary action.

Shaun's responses to writing assignments were variable. Sometimes he began writing as soon as he knew the assignment, while at other times he didn't write at all. Usually Shaun wrote very quickly leaving his work unrevised. Other activities such as walking around the room or talking to someone took precedence over writing.

Shaun was usually reluctant to share his written products with the class. When everyone drew a particular scene and wrote short descriptions, Shaun held a fistful of crayons of assorted colors and moved his hand randomly across the back of his sheet. When it was his turn to share, Shaun refused Murray's request to see his "real" picture on the other side.

Shaun spent a great deal of his time in resource room engaged in attention-seeking antics. He would variously call out answers, wander around touching things, open and close doors and play with pens or other small objects. Mrs. Clarke largely ignored Shaun's mobility as well as his verbal interruptions. However, a wide range of behaviors were successful in producing a reaction from his teacher. One day when students were asked to move to the table in front of the blackboard, Shaun went to the back of the room and crawled under a desk covered with a large cardboard box. From there he made strange noises in an unsuccessful attempt to have someone notice him. As the lesson progressed, he began to call out answers. Mrs. Clarke calmly told him "Shaun, you can't take part in the lesson while you are under a desk. If you want to join in, please sit up here on the floor." She continued with the lesson and Shaun decided to move to the front of the room. During the next resource room lesson, Mrs. Clarke spoke to Shaun kindly but firmly about why climbing over chairs was dangerous. At recess, Mrs. Clarke kept him in for a few minutes as she talked to him about running and jumping in the room. During a story discussion at the next class, Shaun's interest in playing with his colored pens led to a confrontation with his teacher.

> Teacher: Shaun, I'd really like to take those home to my son and if you play with them in class, that's exactly where they will go.
> Shaun: No they won't.
> Teacher: Yes they will, Shaun and you have no recourse but to give them to me... do you understand? Because they're not a toy and

> you're not paying attention. And if you're not paying attention, Sunshine, there's no point for you to be here. Now we talked about that last week... (March 4)

The lesson continued until the recess bell rang. After the group had been dismissed, Mrs. Clarke told Shaun:

> Teacher: Shaun, I'm going to put these in an envelope and send them home with one of your brothers with a note telling your mother why I have them.
> Shaun (whining): Wha'd I do?

On some occasions, Shaun pushed repeatedly beyond the limits of acceptable behavior until there was a reaction. An example of this occurred when the children were sharing the writing they had done in response to an episode in the novel, Strange Lake Adventure. Students had been asked to return to the long table for sharing. Shaun first knelt beside the table, then crawled under it, then curled into a ball and finally knelt beside the table once more. No one took any notice of him. Shaun did not join the group at the table but wandered over to the teacher's desk and whispered into the tape recorder. He poked around a bit then wandered back and forth between the teacher's desk and the round table. Finally he opened and closed the door leading into the library twice before there was reaction from anyone in the room. Mrs. Clarke had her back to him and everyone ignored his movements and the fact that he was not present at the table where the discussion was taking place. After the second time he opened and closed the door, Mrs. Clarke turned around in her chair and very quietly whispered "Shaun, take your book and go back to the class." "Wha'd I do?" whined Shaun. Mrs. Clarke replied simply "Good-Bye" and Shaun left. Throughout this entire performance, Mike, unconcerned with Shaun's antics, continued with a lengthy description of his prediction regarding the novel.

Another of Shaun's attention-seeking ploy~~s~~ was to refuse to do his work. He announced that he didn't want to write and Mrs. Clarke responded by saying "I'll count to three and your pencil better be moving" (April 8).

Although it was uncommon for Shaun to receive positive attention for on-task behavior, a notable exception occurred on a day when they wrote poems about a favorite animal. Children drew an animal and each classmate in turn wrote a descriptive word or two about another's animal. Mrs. Clarke assisted the children in combining the descriptors into a poem. She was especially pleased with Shaun's poem and told him so.

"Very good. Now write "cheetah" at the bottom. That's an excellent poem. Are you happy?" Shaun beamed with pleasure and later read his creation to the group:

sleek, spotted African cat
Goes for its prey
the cheetah

Unaccustomed to such praise, Shaun blushed and covered his face with his paper. Mrs. Clarke encouraged him further saying "Very nice... don't be embarrassed. That's a beautiful poem. You should be very proud" (April 24).

Relationships

Despite occasional outright rejections and never being actively sought as a partner, Shaun was generally tolerated by most of the children in the resource room. During activities requiring a partner, he worked at various times with each of the boys in the pull-out group. When Mrs. Clarke said that Rob and Shaun should work together drawing the male character and printing descriptive phrases, they quickly got together. Shaun initially had a turn to print, both boys drew and colored the character, but Shaun wandered away while Rob completed his share of the copying. During a session of oral reading with a partner, Mrs. Clarke assigned Murray to read with Shaun. Murray reacted to this news with a scowl and a groan as he lamented "What? I want to be with Mike....!" Mrs. Clarke insisted that Shaun and Murray read together. These two changed spots in the room three times before settling on the floor beside a bookcase to read. Murray read nearly the entire assigned portion as Shaun showed no interest in having a turn to read. Shaun played with colored pens and with other small objects and looked at books on a nearby shelf as Murray read. Finally Murray said "Shaun, you read now, I've read a paragraph." Just as Shaun began, Mrs. Clarke called the group together again.

One day as Shaun and Lisa sat at the round table completing pictures and written descriptions related to the novel study, Shaun excitedly informed Lisa about his after school plans:

> Shaun: Bobby is coming to my house after school.
> Lisa: He doesn't like you.
> Shaun: Then why is he coming to my house?
> Lisa: You're babysitting him.
> Shaun: Nooooo!
> Lisa: He just wants to have fun for once.
> Shaun: He probably wants to play Atari.
> Lisa: You probably don't have a game.
> Shaun: Yes I do. (March 18)

Shaun continued in his efforts for recognition of his status as someone who could have a friend. Lisa just couldn't believe that anyone would choose to spend time with Shaun.

Shaun's efforts to impress his classmates appeared in more subtle guises as well. His reply to Mrs. Clarke's "brainstorming" question when students were asked to think of all the things you can pick really seemed to amuse Mike and Murray.

Shaun: You can pick everything. You can pick pockets. (April 28)

Shaun's rivalry with Murray became more obvious when, during a group discussion of the story characters' fears of the wilderness, both boys insisted they could use a rifle. The competition regarding who was a better shot increased in volume until:

> Teacher: Just wait, you guys! Hey! sh.... Shaun and Murray, if you want to talk about that, can you go outside the door and when you're finished come back in.

> Shaun got up to leave.
> Teacher (continued): Right now, we're
> staying on topic 'cause we want to talk about
> something else.
> Shaun (gleefully): Ok, Murray, let's go.
> (April 8)

Murray just sat where he was and gave Shaun an unmistakable look of disgust. Shaun sat down again and the group discussion progressed.

Being among the first to learn of some little known facts about fellow classmates gave Shaun a sense of recognition. When it was unwittingly revealed that Mike had been adopted, Shaun grasped the news with apparent delight and began a high-pitched, repetitive sing-song and a little dance "Michael's adopted, Michael's adopted!" A few seconds later he announced "I'm going to tell the whole class Mike was adopted" (March 27). To Shaun it seemed that if he were the bearer of some as yet unknown gossip that he would be the one in the spotlight.

Shaun was very deliberate in his attempts to secure Mrs. Clarke's attention by always jostling for a position near her at the long table. Shaun's bids for attention sometimes resulted in confrontation with Mrs. Clarke as they did when she confiscated his colored pens and when he repeatedly opened and closed the door during discussion. Mrs. Clarke later remarked "I don't know what I'm going to do with him. He's all over the place; Jane (Mrs. Riley) thinks he's neglected and I do too. That's why he'll do anything for attention (March 18).

Tape Talk. Shaun's interest in the tiny tape recorder apparently began after class one day when he had to stay in during recess while Mrs. Clarke chastized him for playing with his pens in class. Cayli and Lisa lingered in the resource room that day as was their usual custom. Lisa noticed that the tape recorder was still running and asked if they could hear it. I played back a few minutes of the lesson for the three children. During the following lesson, Shaun and Lisa spoke directly into the tape recorder ("Hello. How are you? I am good.") while other students were involved in map reading activities (Mar.6). For Lisa, interest in the tape recorder ended that day. Shaun continued to visit the tape recorder as it sat on the teacher's desk throughout the study. His brief messages were usually greetings although during two such episodes, he expressed his liking for Lisa. During his individual interview which was conducted towards the end of the study, Shaun ensured that he was indeed being recorded by checking the lighted indicator.

Responses to Instruction

The children's products of each classroom language arts and resource room lesson observed were collected and analyzed. Oral language (questions, conversations and oral reading) was tape recorded and transcribed. Written responses were photocopied and analyzed. In the regular class, this included daily diary entries for the period from February 16 to April 28, novel study assignments and work sheets or workbook pages completed during these classes. In the resource room, written products were photocopied for the period from February 27 to May 15. These included written responses to the novel study as well as other assignments and tests completed during the observations in the resource room.

Oral Reading

In the resource room, grade three students studied a portion of the novel, Strange Lake Adventure. They read together the first 52 pages of the 128 page novel and then the novel reading at school was discontinued and students who so desired could complete the novel at home. As all sections of the novel completed at school were read aloud, students were expected to volunteer to read. Sometimes oral reading parts were assigned to specific students. During two of the lessons, Mrs. Clarke had pairs of children read a portion of a chapter aloud to each other. The tape recordings made when four pairs of children were reading aloud were indecipherable and therefore, only instances of oral reading to the entire group were fully transcribed.

Each child's oral reading miscues were analyzed to provide information regarding his/her implementation of reading processes.

In Mrs. Riley's class, the chapters of the novel, Owls in the Family, were read aloud. Students were expected to follow the print silently while the teacher or a student read aloud. None of the students in the pull-out group volunteered to read aloud to the entire class. During one lesson, Mrs. Riley asked the majority of the students to read the chapter silently while she took the six "pull-out" students to the table at the back of the room (Mar. 10). There, the teacher and each of the students read a section of the chapter aloud. A short discussion of the story events followed each child's turn to read. The oral reading was tape recorded and transcribed and each child's miscues were analyzed. Table 1 indicates the amount of oral reading completed by each child in the study and the degree of accuracy in their oral reading. Table 2 presents a summary of the percentages of miscues in the categories analyzed.

Table 1

Oral Reading in the Two Settings

	Cayli	Mike	Shaun
Resource Room			
number of turns	13	9	5
total words read	653	351	182
number of miscues	18	45	14
average words per passage	50	39	36
percentage accuracy	97%	87%	92%
Regular Class			
number of turns	2	1	2
total words read	185	122	146
number of miscues	7	8	4
percentage accuracy	92%	85%	96%

Table 2

Summary of Percentages of Miscues (Both Settings)

		Cayli	Mike	Shaun
Graphic Similarity	Y *	60	43	40
	P *	0	31	20
	N *	40	26	40
Phonic Similarity	Y	40	26	33
	P	10	33	20
	N	50	41	47
Grammatical Similarity	Y	75	77	93
	P	15	23	0
	N	10	0	7
Semantic Similarity	Y	20	46	87
	P	45	33	0
	N	35	21	13
Meaning Change	Y	70	58	13
	P	20	21	54
	N	10	21	33

* Y = high P = partial N = none

Cayli. Cayli read orally in the resource room with greater frequency than did either of the other two children. She requested turns often and frequently read several times during a single resource room lesson. Cayli's 13 turns occurred during the period from March 6 to April 8. She usually read the part of a story character although on some occasions she read paragraphs assigned by Mrs. Clarke. Cayli's average accuracy rate of 97 percent suggests that the novel, Strange Lake Adventure, was within her independent range on word identification.

In the regular class, when Mrs. Riley changed her usual pattern of large group reading and announced that most students would read silently while a small group went to the back table to read, Cayli whispered "I want to go to the back table." She smiled when her name was among those called as Mrs. Riley met the "pull-out" group to read the story orally. While in the reading group at the back table, Cayli had two turns to read a portion of the chapter. The classroom novel, Owls in the Family, was within her instructional level (on word identification) even though Cayli read it with slightly less accuracy (92 percent) than she had read the novel in resource room (97 percent).

Analysis of Cayli's miscues revealed information regarding her knowledge of the reading process and her use of word identification strategies. About one-half of Cayli's miscues showed that she attended to and analyzed graphic cues. She was able to make the appropriate sound/symbol associations with less consistency. Cayli relied heavily on her knowledge of the structure of the language to predict words as most of her miscues were grammatically correct in relation to the sentence in which they occurred. For example, Cayli omitted "had" when she read "They had learned that from their parents on camping trips". Cayli was less sure of how to use the meaning context when predicting words as less than one-quarter of her miscues were meaningful in relation to passage meaning. Cayli's miscues often resulted in a significant change in the author's intended meaning. For example, she read "...as she stared back at him" by saying "...as she started back at him" (p.50). Cayli's monitoring of her reading was evidenced by her correction of nearly one-third of her miscues. She based her monitoring upon graphophonic cues as most of her corrected miscues had low graphic similarity to the stimulus word and high grammatical acceptability. For example, Cayli had originally read "We'll get the fire going" and then corrected "the" to "a" (p.41).

In summary, analysis of Cayli's oral reading miscues across the two settings revealed that she relied heavily on her knowledge of the structure of language. Monitoring on the basis of meaning was inconsistent and her miscues usually resulted in a change in the intended meaning. Cayli frequently ignored end punctuation and did not seem to be always processing the information in meaningful units.

Mike. Over the course of the 12 weeks of this study, Mike read orally to the entire group in resource room a total of nine times. Like Cayli, his turns to read parts of _Strange Lake Adventure_ occurred between March 6 and April 8. Sometimes he read a paragraph while at other times he read the part of a story character. A predominant characteristic of Mike's oral reading was the teacher's immediate correction of his miscues and her pronunciation of many of the words before Mike attempted them. For example, while Mike was attempting to read "neatly stacked under the slanting eaves", Mrs. Clarke provided immediate correction on his "nearly" for "neatly" and read "slanting" before Mike attempted the word. Mike's oral reading was also characterized by repetitions of single words or short phrases.

Mike had the opportunity to read one passage aloud when Mrs. Riley had the small group at the back table. Like Mrs. Clarke, Mrs. Riley pronounced a large number of words for Mike prior to his attempts and she corrected his miscues before he reached the end of a meaning unit. Teacher pronunciations averaged more than one per sentence within the passage Mike read in Owls in the Family. Sometimes, when Mike was clearly unable to read a word (example: a ship's galley) he paused in anticipation of some support in order to continue with the reading.

Mike's oral reading in the two settings was very similar in accuracy level, word identification strategies used and in his view of the reading process. Accuracy levels were equivalent (85 percent on Owls in the Family and 87 percent on Strange Lake Adventure). Thus both novels were at Mike's frustrational level for word identification.

Analysis of Mike's uncorrected oral reading miscues reveals information regarding the strategies he used in word identification. Despite the fact that during his individual interview Mike spoke of the use of phonics whenever he met an unfamiliar word, he was inconsistent in the use of graphophonic cues when identifying words. Mike attended to graphic cues to some extent as approximately two-thirds of his miscues were at least partially similar to the stimulus word. He was able to utilize his knowledge of the structure of language to a greater degree as all of his miscues were grammatically acceptable with at least the sentence segment in which they occurred while the majority were grammatically correct with the entire sentence. Mike also predicted words on the basis of meaning as the majority of his miscues were meaningful with at least the segment of the sentence in which they occurred. However, 79 percent of them resulted in a change in the author's intended meaning. For example, he read "Have to see you go, soon..." when the text had said "Hate to see you go, son...". He was given corrections immediately as he read along. With regular and immediate intervention by the teacher or a peer, it was difficult to tell whether or not Mike himself would have recognized the errors and attempted to self-correct his non-meaningful sentences. Mike did self-correct four of his 49 miscues.

Shaun. Shaun read orally to the group in the resource room only five times during this study. When he declined offers to read, Mrs. Clarke accepted his decision. All of Shaun's oral reading occurred in three lessons within a two-week period between March 6 and March 17. The segments Shaun read were predominantly short paragraphs although he did read the part of one character in Strange Lake Adventure on one occasion. Shaun's overall word identification accuracy rate of 92 percent on Strange Lake Adventure suggests that the novel was within his instructional reading level on word identification.

During that one session of oral reading with Mrs. Riley, Shaun willingly accepted two opportunities to read to the group. This eagerness to share in the reading contrasts with the numerous times he chose not to read aloud in the resource room. Shaun read his passages with 96 percent accuracy making only four miscues. This indicates that the novel being used in his classroom was well within his instructional level for word identification.

Immediate teacher intervention to correct miscues or to provide words was not a common feature of Shaun's oral reading experiences. In contrast to her habit when Mike was reading, Mrs. Clarke did not provide immediate corrections. The only time she spoke during Shaun's reading was to provide him with the word "frantically" when he hesitated. In the regular class, Mrs. Riley pronounced two words for Shaun and corrected one of his miscues. Shaun engaged in little self-monitoring as he corrected only two of his 21 miscues.

Analysis of Shaun's uncorrected miscues revealed that he was employing a variety of strategies for word identification. Almost two-thirds of his miscues showed attention to graphic cues and more than half were phonically similar to the stimulus word. Shaun relied heavily on his knowledge of the structure of language as 93 percent of his miscues were grammatically acceptable with the entire sentence. Likewise, he relied on meaning clues as 87 percent of his miscues were semantically acceptable within the context of the sentence in which they occurred. Shaun's miscues generally reflected the author's meaning as more than three-quarters of the errors involved little or no significant change in the author's intended meaning. For example, the omission of the word "at" in "Frantically Anna pulled at Mary's sleeve" does not distort the intended meaning of the sentence. Thus, Shaun utilized a range of word identification cues quite consistently as he successfully read small portions of the novel.

Shaun's knowledge of the reading process, the word identification strategies he used, and the accuracy with which he read the novels in both classes were similar. Subtle differences were observed in the degree of involvement he displayed. During the reading of Owls in the Family, Shaun was generally eagerly watching the teacher or the student reader. His non-verbal expressions indicated that he was involved in the story. While similar actions were observed during the reading of Strange Lake Adventure, there were proportionally more instances where Shaun was clearly engaged in off-task behaviors and not reading or listening to the story. Two possibilities may explain his varying reactions to the two novels. One is that he simply found one novel more interesting than the other. Another possible explanation is the type of relationship he had with each teacher. Mrs. Riley consistently ignored Shaun's off-task behaviors. He received attention from her mainly for his writing difficulties. Perhaps his willingness to read two passages of the novel was an attempt to gain her attention. In Mrs. Clarke's class, his antics were ignored for extended periods but by escalating his off-task behaviors, he was assured of a reaction. This unintentional intermittent reinforcement schedule had the effect of increasing the undesirable behavior.

Question Data

Questions the teachers asked of the children as well as those which children asked of their teachers were analyzed. The number and type of questions asked as well as the accuracy of the child's responses was determined. Questions asked by the children were analyzed for intent and relationship to instruction.

Table 3

Number of Questions asked

	Cayli	Mike	Shaun
Resource Room			
Teacher's Questions	9	23	18
Child's Questions	15	20	27
Regular Class			
Teacher's Questions	6	23	14
Child's Questions	8	10	15

Shaun in Resource Room. The majority of Shaun's frequent questions of Mrs. Clarke were unrelated to his school work. For Shaun, asking questions was an attempt to interest his teachers in his out-of-school activities or to focus the attention of his peers on himself, for example, "Can we go to Dairy Queen as a group?" or "Do you like mine?" (referring to his shirt). Some of his questions related to how soon school would be over and whether they really had to "do stuff today". A small number were questions related to the resource room activities. In half of these relevant questions, Shaun asked Mrs. Clarke how to spell a word. Shaun's frequent "off-task" queries which included such requests as "Can we hide on the girls?" or "How much would it cost to buy all these books off you?" were counterproductive. The time and effort which Shaun invested in his attention-seeking efforts interfered with his school work.

Mrs. Clarke questioned Shaun frequently as the lessons progressed. Although she asked some literal recall and some synthesis/inference questions, the majority were questions which related to his background knowledge base. Questions such as "What are fish shacks?" and "Are there bears out in the middle of winter?" required Shaun to relate his experiences and prior knowledge to story events. Shaun answered more than half of Mrs. Clarke's questions accurately. Some of his erroneous responses seemed to indicate, however, that he may have had limited background experiences. For example, when Shaun told Mrs. Clarke that "they were mining gold" he explained that he knew that "'cause the only thing that you can mine is gravel and gold" (Mar. 6).

Shaun in Regular Class. Contrary to his performance in the resource room, Shaun's questions in the regular class were almost exclusively related to his school work. The majority of the questions he asked Mrs. Riley were requests for assistance with his written assignments. Shaun asked for help by saying "Mrs. Riley, I can't get this one" or "How do you spell "because"?". Some of Shaun's questions were requests for verification as in "Is this how you do "f" in writing?". Only two of Shaun's questions to the teacher in the regular class were "off-task". Once, when a stack of new books was delivered to the classroom, Shaun called out "Did you buy Owls in the Family for me?". His other "off-task" question was a whispered request "when's recess?". On both occasions, Shaun's question was ignored by the other students and by the teacher. Shaun persisted with his requests for assistance - Mrs. Riley responded to those.

The questions which Mrs. Riley asked of Shaun were predominantly her efforts to keep him "on task" as well as for organizational purposes. Questions such as "Do you have an ending?" and "Do you hear the "a"?" characterized her interactions with Shaun. Shaun did not respond to the comprehension questions which Mrs. Riley posed to the entire class. Thus little evidence of Shaun's comprehension of stories shared aloud was shown. The three comprehension questions which Mrs. Riley directed to Shaun required literal recall. The majority of Mrs. Riley's questions of Shaun were not designed to teach or to assess comprehension but to focus his attention on the need to get on with the job at hand. For example she asked "What have you got done? C'mon keep going. Where's your unit test book? Did you write those out?" (Apr. 13).

Thus in analyzing the type of questions Shaun asked in both settings it seemed that he used whatever questioning strategies resulted in the greatest likelihood of a teacher response. In the more intimate, small group setting, Shaun used his interests and some unusual question content in an effort to get a reaction from his teacher. In the large group setting where even his dancing during the singing of Irish songs failed to produce a response, Shaun resorted to requests for help with written language in order to secure a response from his teacher.

Mike in Resource Room. During the 15 tape-recorded lessons in the resource room, Mike directed 20 questions to Mrs. Clarke. More than half of these were requests for further clarification of her expectations regarding written assignments. Mike checked frequently on the rules and expectations as he was aware that knowing clearly what was expected increased his chances for success. Questions such as "How long should it be?" and "Are we supposed to write "Chapter Six"? helped Mike to work through the assignments. The second major type of question asked by Mike related to requests for additional background information on vocabulary used in the novel, Strange Lake Adventure. "What is "gout"?" and "What is "snowblind?" illustrate this type of question.

In the resource room, Mrs. Clarke asked Mike a variety of questions which required literal recall, synthesis/inference, and the use of his background knowledge. Mike frequently volunteered to answer questions posed to the entire group. Common questions Mrs. Clarke asked Mike were to summarize the story events or to explain concepts related to the story. For example, when Mrs. Clarke asked "Mike, can you remember what happened?" or "How does Eric feel about that beaver pond?, Mike related lengthy replies which illustrated the synthesis of story ideas.

Mike in Regular Class. Mike asked half as many questions in the regular class as he had in the resource room. All of his questions related to his school work. Like the questions in the resource room, these questions contained requests for verification of vocabulary and of the teacher's expectations. For example, "What is a schooner?" and "Mrs. Riley, should I put this away?". In the regular class, these were more often phrased as requests for assistance than they had been in resource room. For example, Mike stated one such request for additional help by saying "I don't understand silent consonants".

Thus the two major types of questions Mike asked in the resource room and in his regular class shed further light on the two aspects of Mike's school life which emerge as significant. One is the social adeptness shown by one so young. Mike had learned tacit rules of social acceptance and used these successfully in his daily school interactions. His continuing search for verification of expectations was an example of how he learned the social aspects of a situation. Asking "Is it okay if I put the page numbers down?" (May 15) exemplified Mike's awareness of the importance of doing things the way a teacher expected. The second question type, vocabulary clarification, illustrated one of Mike's major reading/learning strategies. Reliance on his own knowledge base enhanced Mike's comprehension even when word identification difficulties were encountered. Thus cultivating an ever-wider vocabulary was in Mike's best interests. A broader knowledge base from which to draw allowed him to compensate for his word identification difficulties.

Similar to his experience in the resource room, Mike responded to a variety of questions in the regular class. Here, too, he volunteered to answer questions Mrs. Riley had posed to the entire class. He replied to questions requiring literal recall, synthesis/inference and the use of background knowledge.

Cayli in Resource Room. Cayli asked Mrs. Clarke 15 direct questions during the tape recorded lessons in the resource room. In this small group setting, Cayli was actively involved in the lesson both in the quality and quantity of her contributions to the group discussions. Cayli's questions were usually one of two types. Many were requests for the teacher's permission similar in nature to "Can I show the rest of my picture?". The other major type of question Cayli asked involved her search for clarification of vocabulary, story events or background knowledge. Examples of this type of question include "Is coconut a food?" , "Why is Eric here and the snowmobile went past?", and "Can they [gold nuggets] be as big as the clock?". A few questions (13 percent) were requests for clarification of the teacher's expectations. Both the number of questions she asked and the information she sought indicated that in the small group setting, Cayli was an active participant engaged in meaning-making efforts.

Cayli was asked fewer than half the number of questions that Mrs. Clarke asked the other children in this study. The majority of these questions required literal recall while a few involved inference or synthesis of ideas. Cayli responded accurately to each of Mrs. Clarke's questions.

Cayli in Regular Class. The questions Cayli directed to Mrs. Riley in the regular class differed in both quantity and intent from those she asked in resource room. Cayli asked only half as many questions in the regular class as she had asked in the resource room. The questions she asked were exclusively one of two types. Two-thirds of her regular class questions were appeals for help, usually expressed in very short sentences. Instances of this type are illustrated by: "I can't find "chair" or "I don't get here". Cayli's other question type, clarification of the teacher's expectations, accounted for one-third of her questions. Examples of this category included: "Do we have to write the answer to the question?" and on another day, "Do we do here?". It is significant to note that Cayli asked two-thirds of her total number of regular class questions within a one-half hour time period on March 24. At that time, there were only 12 children in the room while the rest of the students were in the computer room. Students in the classroom group worked on questions from their spelling text while Mrs. Riley moved among students answering questions as they arose. Cayli responded to both the smaller group and the availability of her teacher by asking an unprecedented number of questions which included both appeals for help and for clarification of the task. During the other 17 language arts lessons observed, Cayli directed only three questions to Mrs. Riley. These occurred on March 10 (the day she waited 23 minutes for help) and again on April 8 and 13. The majority of the time, Cayli was observed passively listening to classroom events and on rare occasions checking with her nearest classmates for clarification of written assignments.

Mrs. Riley directed three questions specifically to Cayli and Cayli volunteered three times to questions directed towards the entire class. Two of Mrs. Riley's questions to Cayli involved organizational concerns (eg."Have you found your novel study?") while the third was directly related to a story Cayli had written and shared orally with the class. While it was customary for Cayli to remain silent and still during language arts instruction, she did occasionally respond to Mrs. Riley's whole group questions. Cayli appeared most comfortable when a group response was expected such as raising one's hand to indicate whether you've had a specific experience. During this study, Cayli was observed to raise her hand on two occasions to reply individually to Mrs. Riley's questions. Both instances occurred on March 27 when one of the questions asked was "Can you tell me what some of your responsibilities are?". The other response involved a lesson on alphabetical order when the teacher commented "There is a problem with those words. What is the problem?. Cayli raised her hand and offered "they all start with a "c" or a "g"."

Informal Reading Inventory

Mrs. Clarke administered the Woods and Antel (1977) Informal Reading Inventory towards the end of the school year. Cayli, Mike and Shaun each read the passages for levels two, three, and four and answered the questions printed with the test. Despite the fact that this IRI was administered after the completion of the observational phase of this study, copies of each child's test protocol were provided by Mrs. Clarke. Mrs. Clarke's notations of the child's oral reading miscues as well as her transcriptions of the verbal responses to questions were included. The results of the individually administered reading test are summarized below.

Table 4

IRI Test Results

	Cayli	Mike	Shaun
Comprehension Level	beg. Gr. 3	Gr. 4	Gr. 3-4
Word Recognition Level	Gr. 4+	Gr. 2-3	Gr.3

The results provided evidence that Cayli was more successful in identifying words than she was in comprehending what she read. Mike, on the other hand, was successful in comprehension questions at a level where he experienced word identification difficulties. Shaun's word identification and his comprehension were at comparable levels.

Mrs. Riley acknowledged that comprehension was Cayli's most critical area of reading difficulty when she responded to Mrs. Clarke's written request for re-evaluation of the needs of her resource room children. On a form dated April 24, 1987, Mrs. Riley listed "comprehension" when Mrs. Clarke asked for "areas of weakness which still require work." On a similar form, she indicated that the area of greatest weakness for Shaun was in "written work" while that part of Mike's form was left blank.

Conclusions Regarding Each Child's Reading

Mike. Despite word identification difficulties, Mike's comprehension of the novels studied was excellent. He received most of the story information auditorially and arrived at meaningful conclusions by combining his own world knowledge with the story events he heard. Evidence of the adequacy of his comprehension was seen in the oral predictions he made, the questions he asked and in the accuracy with which he responded to teachers' questions. His skill in processing graphophonic cues was less well developed than was his use of grammatical knowledge, or the meaning context of a passage to predict unfamiliar words. In other words, he was a meaning-based processor of print who relied heavily on his own world knowledge but wasn't always able to integrate that with the print cues.

Shaun. Like Mike, Shaun engaged in little active reading of print relying instead on the listening mode to access story events. While some of his predictions in the resource room were appropriate, not all were entirely plausible. Analysis of Shaun's comprehension of story details was complicated by his delight in making unrealistic suggestions such as "I'd take a police gun". His comprehension was impeded by a paucity of background knowledge and by continual striving for attention. Shaun's comprehension in the regular class was somewhat difficult to assess because he did not volunteer to respond to questions Mrs. Riley posed to the entire class and he was asked few direct comprehension questions. Isolated instances of adequate comprehension led to the tentative conclusion that he was comprehending the novel studied.

Given the low level of engagement in tasks, Shaun's reading level was higher than might be expected. Indications are that his comprehension level was adequate and analysis of his limited amount of oral reading indicated that he was utilizing a variety of strategies to predict words. It appeared that a combination of unproductive behavior and difficulty with producing written language was at the root of Shaun's difficulties.

Cayli. Cayli engaged in a greater amount of reading in both settings than did either Shaun or Mike. In addition to her relatively greater number of turns to read aloud in the resource room, Cayli customarily followed the print while others read. The oral predictions Cayli made in the resource room were fewer in number than those made by the other students in this study, but they were plausible suggestions. Many of the questions she asked in the resource room reflected an effort to derive meaning from what she read and heard. The opportunity to ask questions in order to clarify concepts she found confusing served to enhance her comprehension of the story. During the observations, Mrs. Riley directed few questions to Cayli - none of which involved comprehension of connected discourse.

In summary, Cayli relied heavily on print-based strategies. She focused her attention on the graphic cues to a relatively greater extent than she had on meaning cues. Although she was able to identify words fairly successfully, she didn't always derive meaning from what she read. The questions she asked in the resource room indicated that Cayli knew that meaning was important in reading but that she lacked appropriate comprehension strategies.

Writing in the Regular Class

Writing during language arts lessons each morning was generally in response to Mrs. Riley's assignment following the novel reading or to complete workbook pages following the reading of a story in the basal reader. Writing assignments included re-telling an episode, creating and answering questions, writing a summary of the chapter or completing a worksheet/workbook page. While children worked on the written assignments, Mrs. Riley walked about the room and wrote correct spellings on booklets or answered questions. Often she asked a student from the other group to read his/her writing aloud to provide a model for a student in the "pull-out" group. Mrs. Riley's custom was to have a good reader read the questions aloud and tell the answers orally prior to giving the class time to complete worksheets. Mrs. Riley expressed her concern that without such assistance, the assignments would be too difficult for her "weaker students". The writing observed in the regular class was generally in response to very specific assignments that were closely monitored by the teacher.

A notable exception to the typical classroom writing occurred during a time when approximately one-half of the students remained in the classroom while the others attended a computer lesson. During this time, Shaun sat at the back table with a teacher aide correcting his spelling errors and sentence structure. Cayli sat beside Lisa to try to collaborate on a story. This resulted in a social encounter but little writing. Mike, who was searching for an idea for his story, made several trips to the "story starter" box, but was unsuccessful in finding a topic which captured his interest. Mrs. Riley requested that he bring his completed story to her for a final check before it was sent to a volunteer typist. Sharing aloud was observed near the end of April when Mrs. Riley scheduled it to coincide with the final classroom observations. During that time, Cayli, Shaun and Mike each had an opportunity to sit in the "author's chair" and read his/her story to the class members.

The major and most consistent writing experience for all children in Mrs. Riley's class was "diary time". Each child kept a diary notebook in which she/he wrote the previous day's events from the blackboard notes. Children were encouraged to make general oral contributions which Mrs. Riley wrote on the blackboard. The writing of personal memories was encouraged after all general news had been transferred into the diary. Diary time, which began immediately after the Principal's morning announcements and the school-wide singing of "O Canada", extended for periods ranging from five to fifteen minutes. Cayli, Shaun and Mike each responded to the writing expectations in his/her own way.

Cayli's Diary. Complying with Mrs. Riley's instructions that diary entries be in sentence form, Cayli consistently expressed the brief blackboard notes such as "music" or "film" in familiar pattern sentences as "We went to music" (Feb. 11) or "We had a film" (Feb. 17). Cayli faithfully continued diary entries on weekends and school holidays as well as on regular school days. News of personal interest appeared only on days when school was not in session. For example, Cayli wrote :

> Sat. Mar.14 Sun, Mar 15
> I took out my erins.
> We got compiny.

Cayli's school day entries consisted of selected portions of the notes Mrs. Riley had printed on the board in response to news items other students had mentioned.

On board:

Thurs. March 26, 1987
+ 4 C - wind
Nursing Home - sang Irish
Songs, walked through a
snowstorm
Gymnastics
Choir
Computer
the letter "z"

Cayli's entry :

Thurs, march 26 1987.
+ 4 C - wind, Snow
we went to the nursing Home we sang Irish songs we
wer walking thrug A snow storm

Cayli's diary was characterized by colorful decorative additions. On days when Cayli had completed copying the diary notes from the board before diary time was over, she would sometimes use her set of colored pens to embellish the page.

Shaun's Diary. Shaun frequently delayed work on his diary, spent little time actively engaged with it and produced brief entries. He wrote a total of 51 entries during the time of this study. Although Shaun's printing was guided by the lines in his notebook, he seldom stayed strictly within them. Most entries were separated by dark horizontal pencil lines. His style of letter formation, combined with frequent overwrites rendered many of his entries difficult to read. A few such entries were indecipherable. Shaun consistently began his entries by copying the date from the board. His attempts however, frequently had errors in spelling (eg. "frie." for "Fri." or "aprit" for "April") or in the dates as in "1818" for the year. A typical entry from Shaun's diary read:

> mon.,mar. 16 1987
> we had a Lisinig Lessa

Shaun's diary contained numerous entries of a more personal nature such as:

> mon., Fed., 23, 1987 -2 warm
> I had To stay inafer school an do spelling I mist Reding Rainbo

References to his home life sometimes appeared:

> mon., apral 15 1987
> i hada Dentes optment

or:

> sat., Sun. 11,12 1098
> Wec end hose
> (We cleaned house.)

Although Shaun never wrote the entire blackboard message in his diary, he generally referred to one event in sentence form. Mrs. Riley checked on him frequently during diary time, encouraging him to write by saying "Write at least a couple of sentences."

Mike's Diary. Mike wrote in his diary every day and added weekend news upon returning to school. Entries consistently began with the date copied from the blackboard. Occasional copying errors occurred, particularly on "Tues." progressively written as "Thues." (Feb.24), "Tures." (Mar.3), "Thes." (Mar.10) and finally accurately written for "Tues., March 24, 1987. Mike consistently wroce on alternate lines throughout his diary and began each entry with the full date as in "Monday, March 2, 1987". While the length and content of his entries varied considerably, it generally consisted of one or two sentences related to the blackboard items. For example, on the board was printed:

Thursday, March 5, 1987

+3 warm

Mrs. N. showed us owl pellets, a wing, and the talons.

-Floor hockey

-Choir

-Nutrition

-Rick Hansen arrived in Edmonton.

Mike's entry for that day was:

> Theursday,March 5, 1987
>
> We had nutrishin and gym.
>
> Rick Hanson arrived in Edmonton.

Sometimes he would add in a personal note such as:

> Thurs., March 26,1987
>
> We went to the Nursing Home and sang, I had a grat time visiting waith tam after."

Some entries were very brief and others quite lengthy as follows:

> Fri., April 24, 1987
>
> Magic Ring

or Fri., April 17, 1987

We went to the farms and it was not a joy ride lette me tell you that. (This entry continued on and filled an entire page of Mike's diary notebook.)

Writing in the Resource Room

Writing in the resource room usually occurred near the end of the scheduled lesson time. Generally a portion of the novel was read aloud and discussed in detail prior to the assignment of a writing task. Students were frequently asked to write a prediction for the next story episode.

Other novel study assignments included drawing a scene and writing a caption or writing about "what you've learned so far in the novel." Other types of writing assignments were given in one lesson when students drew and described a favorite animal as well as in another when they wrote words Mrs. Clarke dictated. As a result of the limited amount of time available in resource room lessons, the writing done was very brief - each student generally wrote about one sentence. On one occasion, Mrs. Clarke asked the children to continue their writing during the following resource room lesson (Mar. 18). As a result, a small amount of additional writing was added to each child's product. Cayli and Shaun each added two sentences and Mike added four sentences to his writing.

Almost all writing observed in both settings was teacher-directed. Students were given assigned topics and specific guidelines to follow in completing the tasks. Analysis of the content and organization of each child's written products was not undertaken due to the brevity of writing and the structured nature of the tasks.

Spelling

Written products collected during this study were analyzed for spelling accuracy as well as for indications of the spelling strategies each child used. The products analyzed included copies of each child's work in the regular class as well as the written work in resource room. Table 5 provides a breakdown of the types of products analyzed as well as an indication of the percentage of words spelled correctly on each type.

Table 5

Spelling Accuracy in Resource Room and in Regular Class

	Cayli	Mike	Shaun
Resource Room			
novel study	83%	78%	50%
written assignments	68%	28%	47%
book report	86%	N/A	N/A
overall average	81%	53%	47%
Regular Class			
diary	85%	76%	37%
novel study	72%	75%	68%
writing stories	74%	60%	63%
tests			
work sheet	71%	70%	72%
unit tests	65%	N/A	46%
overall average	81%	70%	57%

Cayli. While Cayli demonstrated variability in her spelling accuracy across the written tasks, she was generally within the instructional range of 70-80 percent accuracy. The variability across tasks can be noted by referring to Table 5. In the regular class, Cayli was most accurate when writing in her diary - much of which was copied from the blackboard. She achieved the least accuracy when initiating her own answers to a test and when writing spelling unit tests which included words added by Mrs. Riley. The addition of words such as "consonant", "St. Patrick's Day" and "Easter" caused difficulty for Cayli and accounted for a decrease in her overall accuracy level. In resource room, the assignment which caused her the greatest difficulty in spelling involved writing and categorizing lists of objects which can be picked. Here Cayli was required to encode words without the support of a reference such as the novel in which to verify her spelling. Her somewhat higher accuracy level may be related to the shorter length of assignments and the availability of the teacher to help with difficult words.

Closer examination of Cayli's actual spelling errors revealed information regarding strategies she used. She based her spelling predominantly on a sound-based strategy where she attempted to place a marker for each sound she heard. This strategy was particularly evident by her phonetic spellings ("pepol" for "people") and the frequency with which she omitted unsounded letters (eg. "relly" for "really"). Despite a reliance on sound-based strategies, Cayli's inclusion of certain orthographic conventions (eg. "authers" for "author") suggests that she was entering a transitional stage during which she was gradually relying more on visual memory for spelling patterns and on spelling generalizations.

Cayli's various misspellings of the same words indicate that she was sometimes aware of her errors but lacked strategies for self-correction. For example, the words "friends" and "played" were used repeatedly throughout her diary. She variously spelled them as "frend", "freind", "frenin", "plaed" and "plad". Occasional correct spellings of "I played with my friends" followed in later entries by misspellings of the same words indicated that she had not yet gained control over those specific conventions. Cayli's higher error rate when it was necessary to spell on her own with no novel or blackboard to check suggested that she monitored by referring to available print when formulating her answers.

Mike. The accuracy of Mike's spelling across the two settings remained fairly consistent despite apparent discrepancies when overall averages were compared. Closer analysis revealed that Mike's spelling in the novel study booklet (the major writing done in the resource room) was consistent with his regular class spelling and was generally within the instructional spelling range. Mike relied predominantly on a sound-based strategy (eg. "cot" for "caught") although evidence of the use of visual memory and the awareness of some spelling generalizations also appeared in his attempted spellings (eg. "thrue" for "through"). When Mike attempted to spell words dictated by Mrs. Clarke, his accuracy level dropped considerably and he relied more heavily on a sound-based strategy.

The accuracy of Mike's spelling across the various tasks in the regular class remained fairly constant within the instructional level. The only exception was the spelling in the stories he created which was less accurate and fell to the frustrational range.

Closer analysis of his spelling errors leads to the hypothesis that Mike frequently was aware that his attempt was incorrect and that he continued his efforts to achieve accuracy. Throughout his work, instances of the same word misspelled in a variety of ways were found. For example, the word "because" was spelled at different times as "becuse", "becuase", "becuas", and "becse". It appeared that Mike was aware of the inaccuracies but lacked corrective strategies. Another common feature of Mike's spelling was an exaggeration of the sounds within a word as he attempted the segmentation of phonemes. For example, he focused on a specific syllable and lengthened the sounds in each of the following examples : "whnent" for "went"; "chapeter" for "chapter" and "sowe" for "so".

Shaun. While all of his written work indicated frustration level in spelling accuracy, Shaun demonstrated a greater degree of variability across tasks in the regular class than in the resource room. Shaun's daily diary in the regular class was the least successful written work in terms of the accuracy of the spelling. Key words and phrases were written on the board but Shaun was inconsistent in his copying of this information. Shaun's dislike for the diary writing was seen in his delaying tactics, the brevity of engaged time, and his lack of enthusiasm for the project. These feelings of purposelessness likely contributed to the lack of clarity in the writing as well as to the spelling inaccuracies noted. Shaun's spelling unit test results were among the lowest of his accuracy scores. His dislike for the spelling exercises which preceded the weekly unit tests likely contributed the reduced accuracy level. Shaun's spelling was more accurate on a reading test which involved both literal recall questions where he could copy words directly from the passage as well as inferential questions which required that he encode responses in his own written language. His own written compositions on topics of his choice also showed somewhat higher spelling accuracy than some of the other tasks.

Shaun's written language was characterized by handwriting and letter formation difficulties. His frequent overwrites suggested that he often knew that a word was inaccurate but lacked corrective strategies. In both the regular class and in the resource room, Shaun's spelling indicated that while he employed a predominantly sound-based strategy, he was attempting to use visual memory as well when writing words. Words such as "weelchare" for "wheelchair" (regular class) and "thurou" for "through" (resource room) indicated combined sound-based and visual memory strategies as well as knowledge of certain spelling conventions (eg. long "a" requires a marker). Evidence that Shaun was entering a transitional stage in spelling was noted in both the regular class and in his resource room work.

Common to Shaun's writing was the practice of leaving "letter-sized" spaces in the middle of misspelled words. In a word such as "clen d" for "cleaned" one could hypothesize that while subconsciously he realized that another letter was required, he didn't know what letter to put in the space. Sometimes it seemed that neither sound nor visual memory strategies were involved. When Shaun tried to spell "captured" in the resource room, he wrote "coml****y" with numerous irregular markings preceding the "y". An example of this partial processing also occurred in the regular class when he spelled "sang" as "ggdn".

CHAPTER 5

DISCUSSION OF DATA

In this chapter, comparisons across settings are made in relation to time, curriculum, and classroom interactions. Themes which arise from these comparisons are related to existing literature.

Time in the Resource Room

One of the most obvious differences between the resource room and regular classroom programs was the amount of assigned time per day. While language arts occupied the first hour and a half of each school day as well as numerous other time slots designated as spelling, writing, library skills and computers, the pull-out language arts classes were of much shorter duration. The most obvious measure of instructional time, the assigned time, was only a fraction of the weekly schedule. The pull-out children were scheduled to meet Mrs. Clarke three times a week for 30 minute lessons. In reality, their lessons with Mrs. Clarke averaged only 20 to 22 minutes when they did meet. The resource room lessons were frequently cancelled due to numerous outside factors which resulted in the conducting of resource room classes 64 percent of their actual scheduled time. There was a significant increase in the number of classes missed after Spring Break (i.e. during April and

May). Allington et al., (1985) also found that many remedial classes in their study were cancelled. The reasons for the cancelled classes in the present study are familiar to educators: special events, the temporary re-assignment of the resource teacher, and overtime involvement in other subjects. Many activities and special events such as festivals, guest speakers and field trips occur during the school year which enrich children's experiential background.

The difference in the amount of time per day appeared to be a major influence upon the length of the reading and writing activities. In the resource room, Mrs. Clarke broke the chapters of the novel into short passages whereas in the regular class, Mrs. Riley generally covered an entire chapter of the novel in one language arts period. Mrs. Clarke's writing assignments were correspondingly brief. Mrs. Riley would ask for a "chapter summary" while Mrs. Clarke would request that students "write two or three sentences about it". Although none of the children in the pull-out group read aloud in the regular classroom, they were accustomed to hearing students read several pages at a time. In resource room, students read very short paragraphs. As the novel, Strange Lake Adventure, contained a great deal of dialogue and each reader read one paragraph, a turn often consisted of two or three sentences. The time constraints of the resource room sessions led to continuous pressure to get things completed. Often Mrs. Clarke would urge children to hurry and finish writing their assignments so that there would be time to share the writing with the group.

Factors which contributed to the decreased time for resource room classes, included scheduling preferences, differing teaching styles and differing philosophical viewpoints as well as minimal communication between the resource room teacher and the regular class teacher.

Scheduling

Mrs. Riley explicitly stated in the interview (Apr. 30) that she believed that the optimum time for intervention should be daily half hour periods during her regular early morning language arts periods. She expressed her opinion that having the special teacher instruct these children during the regular language arts period was essential in order to permit all students to attend other school events. She said that it was her belief that each child's sense of belonging to the classroom group must be preserved by including everyone in the special activities. The underlying belief that pull-out instruction should replace a portion of the regular language arts time and not other school subjects, as well as her concern with the need to build an experiential background, may have had a subtle effect upon Mrs. Riley's decisions to replace numerous resource room lessons with activities such as films, concerts, speakers, gym and crafts.

Mrs. Clarke, too, preferred to teach the children during their regular language arts time. She was convinced that resource room in a pull-out sense was undesirable. Her view of special instruction was that the resource teacher should be in the classroom during language arts time, supplementing the regular teacher's instruction and providing support to specific children. Mrs. Clarke's experiences as a classroom teacher in her former school where the resource teacher worked in the classroom had convinced her of the merits of the "in class" model. Teachers at Sunnyvale school, however, were not supportive of such a move at the time of this study. Mrs. Riley noted that, early in her teaching career, there had not been space for a resource room and the special teacher had to work in the classroom. She mentioned that she (and her colleagues) had viewed the addition of an actual resource room as "progress" and now they were being asked to relinquish that privilege (Interview, Apr. 30). Mrs. Riley's concern that these children be singled out as little as possible led her to believe that having Mrs. Clarke helping them in the classroom would emphasize their difficulties in front of their peers. In addition, she believed that instruction with two teachers in the classroom would be too disruptive for the poorer readers. Thus, while both teachers preferred that the special instruction occur during the regular language arts time periods, a difference of opinion on how to best deliver such service was apparent. The logistics of timetabling for the entire school made it impossible to schedule all resource room classes in preferred time slots.

Teaching Styles and Philosophical Viewpoints

Underlying philosophical differences regarding the purpose of resource room instruction as well as differing tacit understandings of the teaching/learning process between the teachers involved contributed to the number of classes missed. Mrs. Riley's teaching style could be described as eclectic. She exposed children to a wide variety of skills and strategies in the belief that what the children didn't learn in one way, they'd learn in another. Her program included phonics, syllabication, structural analysis, literature appreciation, writing, workbook/sheets, a basal reader, tape recorded short stories, and a novel. Children worked in groups, as partners, and alone in addition to whole class instruction. Her tacit belief that she was "covering all bases" and that there wasn't time to delve deeply into any one area, led to her expectation that the resource room program should give the "low group" readers more time to learn reading skills. She stated in her individual interview that she wished that the children would be taught skills in the resource room and that other activities be left for the classroom.

Mrs. Clarke's implicit view of the teaching/learning process was that children can be helped to learn to read if the teacher can draw them into it by capturing their interest and demonstrating his/her own love of literature. She sought to immerse her learners in the novel. She interpreted every subtle nuance of meaning for the children. Skills instruction was incompatible with her mission to uncover every aspect of the author's meaning for the children. Mrs. Clarke's belief that she should be in the classroom and a part of the children's experience of language arts stemmed from her view that readers at risk need someone to make more frequent interpretations of the reading, leaving no undercurrents of hidden meaning unmasked. With two differing philosophies regarding how people learn and the role of special instruction, neither of the teachers really valued the contribution of the resource room in its present form.

Communication

Sharing information regarding the children and the program in the other setting occurred sporadically. Often one teacher was unaware of what was happening in the other class. Two weeks after it was begun, Mrs. Riley was unaware that the children were also doing a novel study in the pull-out class. She was surprised when I mentioned it and asked me the name of the novel being read. Weeks later, when Mrs. Riley was explaining to me that her low group had scored much lower on a reading test than had any of the other third grade children in the school, I asked her how Pat and Ann from the other class had scored. She did not know that the group consisted of eight children rather than only the six from her class. She asked me how long Bat and Ann had been part of the group.

Many of the resource room classes were cancelled without notice and Mrs. Clarke was left waiting for the children to arrive. When they were late, she generally asked Pat or Ann to go to see if Mrs. Riley's group would be coming. Sometimes advance arrangements were made, but often events simply continued beyond their scheduled time allotment. On April 29, Mrs. Riley asked me to deliver the message that her students may not be attending resource room or at best they'd be late due to the arrival of a speaker from the SPCA. On two occasions, Mrs. Clarke and I simply waited during the 30 minute period and the children did not arrive. On April 21, when Mrs. Riley's class travelled to a different school to perform in the music festival, Mrs. Clarke was unaware that the pull-out class would be cancelled until she discovered that the third grade classroom was empty. On my last day of data collection I happened to mention to Mrs. Riley that I'd be interviewing Murray during resource room time that afternoon.

> Mrs. Riley:
>
> Oh, do they have resource room today? Did I write that down? (checked her plan book)
>
> No, we're having science. (checked the paper taped to her desktop and confirmed that the scheduled resource room time had always been Friday afternoons)

> I'll just write that in now so they'll be there. Gee, it's a good thing you came today or I'd have forgotten (May 15).

Towards the end of April, Mrs. Clarke asked the classroom teachers to complete a questionnaire entitled "Language Arts Interim Assessment" for each child in the resource room program. After spaces requesting the most recent report card language arts mark, the form contained two empty lines in which to complete the phrase "area(s) in which biggest improvement made". This space was left blank on Cayli's and Mike's forms while Shaun's contained a statement indicating that he wasn't "trying as much as he did earlier in the year." Thus Mrs. Riley did not identify areas of improvement for any of these three children. The form next presented the phrase "areas of weakness which still requires work:" and three empty lines for a reply. Mrs. Riley's reply on Cayli's was "comprehension", on Shaun's was "written work" while Mike's remained blank. Thus it would seem that she expressed global resource room goals for Cayli and Shaun and none at all for Mike. The next two questions on the form related to changes in classroom learning behaviors. Mrs. Riley responded by leaving this area blank on both Cayli's and Mike's forms and stating on Shaun's form: "poor attitude, has to be pushed to apply himself". Thus little indication of the child's customary manner of functioning in the classroom was communicated via this format. The form concluded by leaving five lines for "curriculum plans-classroom material to be used for next six weeks". Mrs. Riley indicated: "Expressways- Level 6; Themes: Accepting Responsibility, Animals in the City." This formal means of communication did little to enhance communication across the two settings. Lack of communication between regular and special class teachers is a common problem with pull-out programs (e.g. Allington et al., 1985; Johnston et al., 1985; Pike, 1985).

Transition Time and Off-Task Behavior

Cancelled classes weren't the only contributors to the diminished amount of available time. As the children always arrived between four and 12 minutes later than the scheduled time, a 30 minute instructional period was unavailable. Whenever a pull-out program is implemented, the need for children to travel to a different location for special instruction is obvious. Allington (1984) reported a loss of instruction time due to changing locations. He calculated the average number of minutes lost per day, multiplied that over the school year and concluded that 40 hours of instruction were lost per academic year. He concluded that "this 40 hours could be used to provide 16 weeks of 30 minutes a day of instruction - if that transition time was available" (1986, p.269) In Sunnyvale school, the grade three classrooms and the resource room were located in close proximity resulting in very little time lost due to the actual distance travelled. However, transition between settings which included putting away books and materials in the classroom, travelling and greeting the resource room teacher and settling in there resulted in time lost each day. Using Allington's logic, these children lost 24 minutes per week due to transition time. Over a 40 week school year, 16 hours (or 32 periods) of instruction would be lost in transition. However, simple arithmetic does not invalidate the special class experiences.

Academic Learning Time (ALT) (Fisher, Berliner, el al. 1980, p.8) is described as "the amount of time a student spends engaged in an academic task that s/he can perform with high success." Time on task for the children in this study was determined through extensive observations of their behavior in the regular class and in the resource room. Observational notes from both settings are filled with references to off-task behaviors. In the regular class, Shaun and Mike occupied themselves with various activities while Cayli sat silently. Cayli complied with the teacher's requests but spent her off-task time on behaviors such as sucking on her pencil case or chewing her beads. Thus for each child, the ALT was considerably less than the scheduled language arts time.

In the resource room children were expected to follow the reading, join in the discussion and participate in follow-up activities. Once again, off-task behaviors were prevalent. Cayli, no longer quietly compliant, engaged in such off-task behaviors as teasing, giggling and socially unacceptable bodily noises. Mike played with colored pens or socialized with Murray. Shaun escalated his off-task behaviors to a significant degree resulting in limited Academic Learning Time. Allington,et al. (1985) reported that remedial students were more likely to be off-task than engaged in academic work during independent seatwork time.

Curriculum

A noteworthy similarity across the two settings involved the novel study. Both Mrs. Riley and Mrs. Clarke read major portions of the novels aloud to their classes. Each student had a copy of the novel and was expected to follow the print. Both teachers asked for volunteer readers to take over segments of the reading. On rare occasions, Mrs. Clarke requested that a particular child read but generally the student reading was done by volunteers. Virtually no silent reading of either of the novels was expected of the "pull-out" children. The children were observed to be silent reading only when searching a specific page for information needed to complete assignments.

Silent reading of connected discourse was not a feature of the language arts instruction in either setting. Observed lessons involving the basal reader in the regular class were conducted in a manner similar to the novels -

with the teacher or a competent student reading aloud while others were expected to follow the print. In the resource room, a brief session of silent reading of connected discourse was observed when some children chose a book from the "McDonald Starters" to read while others completed a reading test. The silent reading observed in both settings was always very brief and almost exclusively for the purpose of answering questions and/or completing assignments.

Practicing listening skills was a major focus in the language arts instruction in both settings. In the regular class, specific listening lessons were provided in addition to the opportunities for listening to oral discussion of questions prior to writing. The students appeared to really enjoy the tape recorded short stories played by Mrs. Riley. These brief fables were followed by discussion which often preceded a worksheet based on the listening. The resource room classes, too, emphasized listening skills. In addition to listening to the teacher, a peer or a partner reading aloud from the novel, Mrs. Clarke included specific listening lessons. On one such occasion, Mrs. Clarke read a specific scene from the novel Strange Lake Adventure and asked students to draw details of the particular passage. After class, Mrs. Clarke checked the drawings giving points for each item represented.

Listening activities were an important part of the language arts program at Sunnyvale school. During the individual interviews, Mrs. Riley, Mrs. Clarke, and the principal each referred to the importance of the oral mode and the value of exposing children to competent oral renditions of good literature. Mrs. Riley used competent oral readers because the pull-out group "can't read the material... and you have to do other things to try and bring them up" (interview, Apr. 30). Mrs. Clarke stated that "it is important to expose children to good pieces of writing in order to instill in a child the joy of reading" (interview, May 15). In describing aspects of an exemplary program, the principal explained that the emphasis was on "hearing the language, enjoying the language read in an appropriate manner rather than having the child struggle through it and spending more time worrying about words than about what is conveyed in meaning " (interview, May 15). Classroom observations in both settings substantiated the assertion that these educators emphasized the value of children accessing literature through the listening mode.

Curricular Expectations

While the focus on listening and novel study was congruent across classroom and resource room contexts, another aspect of congruency has been identified by Allington, Boxer and Broikou (1987). They argue for congruent programs when they state that use of different materials in pull-out classes increases the academic load for poorer readers. They note that the very children who struggle with the curricular content of the regular class are faced with an increased vocabulary load in the special class as well as the need to access (or build) a conceptual base for the content of the reading tasks.

At Sunnyvale school, Cayli, Shaun and Mike and others were faced with activating appropriate schemata for both a wildlife story set 50 years ago in a prairie city as well as for an adventure story set in a modern day wilderness mining area. The vocabulary they met and the background information they needed to access was much greater than that presented to their "average" peers. The remediation given to the children experiencing difficulty was a different novel at the same reading level.

Mrs. Clarke's decision to conduct a novel study in the resource room was based on her desire to provide programming congruent with that of the regular class. She anticipated that experience with a second novel would assist the children in dealing with the expectations of the regular program. However, like the case of "Jeremy" reported by Allington, Boxer, and Broikou (1987), Cayli, Shaun and Mike experienced an increased academic load while at the same time a decrease in the time available to learn. Instruction in concepts or topics unrelated to the core curriculum is common in remedial classes (Allington et al., 1985).

Interactions

Comparisons of Language Arts Interactions in the Two Settings

Some differences in language arts experiences in the large group and in the pull-out small group seemed quite predictable. In Mrs. Clarke's class, students read more frequently and responded verbally more often than they had in the whole group instruction which had characterized the regular class. When they needed help with an assignment, there was no need to sit and wait with one's hand up because there were fewer children requesting the same assistance. Children simply spoke to Mrs. Clarke when the need arose. With a teacher so readily available and fewer others with whom to share her time, students enjoyed feedback almost immediately. Almost every written assignment was shared aloud and discussed during the session in which it had evolved.

Additional differences which may be unique to this context were also observed. The absence of student desks resulted in differing behaviors as children gathered around the long table for group discussions. The use of tables and chairs rather than individual desks tended to minimize the balancing antics of Shaun and Mike. The smaller number of students allowed increased freedom of movement. The unspoken custom was for participants to begin at the long table, and then some children chose to move to a spot at the other table or on the floor for work on assignments. A greater degree of tolerance for physical movement was built into the situation by the size of the room and by the amount and size of available carpetted floor area.

The above factors also facilitated an increase in the amount of partner work in the small group. Assignments done in pairs were frequent in the resource room whereas in the regular class, partner work occurred only once during the observations. Fewer children working in a room one-half the size of the regular classroom meant that the teacher was always in close proximity and that the noise level was limited to that of only three-to-four pairs of students.

Differences Among Children

The experience of language arts instruction in the two settings was different for each of the three children observed. Although each child was involved in the same program, each individual interacted with the two environments in a his/her own way.

Cayli. Profound differences were observed in Cayli's interactions across the two settings. Variations were noted in her use of oral language and in the degree to which she was an active participant in the two contexts.

In the orderly routine of the regular class, Cayli was almost exclusively passive. She sat in an inwardly curled position, remained silent and complied with task demands as well as she could thereby attracting little attention.

Cayli responded to the less structured small group setting by becoming an active and occasionally boisterous participant. She was physically active and verbally involved in the activities. Cayli quickly and eagerly verbalized her desire to have extra turns to read to the group and displayed no hesitation in voicing her opinions. She responded frequently to Mrs. Clarke's questions and she asked questions in her efforts to clarify story concepts. Not only did Cayli become more interactive in the learning, she demanded to be heard as she did the day she stamped her foot after repeatedly announcing "I have something to say!". Contrasted with the withdrawal shown in the regular class, her verbosity in resource room was even more startling. Unsure of the bounds of acceptable behavior, this sometimes shy girl experimented with the effect of socially unacceptable bodily noises and hurtful personal remarks. She understood that Mrs. Clarke's room was a less structured environment but it seemed that she didn't really know the boundaries of appropriate behavior.

Cayli's relationship with her two teachers differed as did her participation in the two classes. In the regular class, Cayli did little to attract Mrs. Riley's attention. She seldom raised her hand in class discussions and limited her requests for assistance to two occasions when only 12 children were in the room. Cayli complied in every way, it seemed, with Mrs. Riley's "rules" for getting help. She sat with her hand up until the teacher came to her - even when that totalled more than 20 minutes. During my observations, which included the arrival of the children at school in the mornings as well as numerous recess dismissals, Cayli did not approach Mrs. Riley with any personal news or comments. She did not seek individual face-to-face interaction with her teacher before school, at times of transition or during language arts instruction. Cayli appeared to respond to the clarity of expectations by rigid adherence to perceived roles.

In the resource room, Cayli was less sure of the expectations and the parameters of acceptance. Each day, upon arrival, she maneuvered into a position in close physical proximity to her teacher. She spoke joyously, often and sometimes out-of-turn as she commented on events around her before lessons, at times of transition, and in direct response to the instruction. Here where she perceived role definitions with less structure, Cayli became a talkative and physically active participant. She asked Mrs. Clarke many more questions than she had asked in regular class and she was far less patient in awaiting a response. She knew that in a small group, she could be heard. She spoke directly to Mrs. Clarke frequently and responded to her teacher's smiles and humourous comments. In the small group, Cayli was actively striving for meaning in what she encountered and questioned what she did not understand.

Cayli was liked and accepted by her peers in both classes. As she had many friends, Cayli was eagerly chosen for partner work. In the regular class, she spoke softly to Scott, engaged in a session of illicit note-passing with Lisa and worked on a chapter summary with Allison. In the resource room, Lisa was Cayli's usual partner although the girls from the other class would consistently choose Cayli when a partner was absent. During times of transition, Cayli chatted eagerly with the other girls. Sometimes she became giddy in class and was reminded by Mrs. Clarke to return to task.

Cayli's literacy levels were similar across the two settings. Analysis of her oral reading, responses to questions and her written language revealed that Cayli was employing similar strategies in both contexts. While both teachers recognized that comprehension was Cayli's area of difficulty, her withdrawal in the regular class hindered her growth in reading comprehension. When a child becomes passive and doesn't provide feedback on areas of confusion, it can be very difficult for teachers to structure appropriate remediation (Cazden, 1982; Meek, 1983; Rogoff, 1986). In the resource room, Cayli asked questions in her efforts to clarify the meaning. Thus, for Cayli, the small group experience was essential for her language learning as she did not participate in large whole-group instruction. The resource room teacher was unaware of the precise needs her teaching was filling for Cayli as she remarked that

"Cayli is ready to return to the regular class". However, observation of Cayli in the two contexts revealed that Cayli needed the small group in order to become an active participant in her own learning.

Shaun. Striving for social acceptance rather than literacy learning was clearly Shaun's first priority. Many of his actions were unconventional and were viewed by others as attention-seeking in nature. Generally others ignored his unusual behavior and he was never really part of the group. Shaun, as an outcast, experienced little social acceptance. Even when there appeared to be no overt attention-seeking, his actions were unusual. During one language arts whole class lesson, he sat in the regular class cutting the knees out of his pants. That episode appeared to be solely for his own amusement as he made no attempt to secure a reaction from class members. The tone of Shaun's voice, the way he yelled out odd remarks at inappropriate times, his unusual behaviors and mannerisms - his continual demands to be noticed all contributed to the way in which others viewed him.

Shaun's relationships with teachers and peers were strained. Indicators of the degree of social isolation included his lack of a buddy to share with, never being chosen for partner work and his isolated seating when others were in groups. A conversation in resource room revealed that Lisa refused to believe that anyone would actually choose to spend time with Shaun out of school hours. Shaun had not yet learned the tacit rules of social acceptance nor did he show awareness of social taboos. Actions such as conspicuous nose-picking indicated that he had not internalized appropriate social behaviors. His reputation appeared to be firmly entrenched. The pain of social isolation and his counter-productive efforts for acceptance by teachers and peers took precedence over his learning. Acceptance as a person would likely have to come before literacy in the hierarchy of Shaun's needs. Yet in spite of the relatively greater intensity of efforts in the social realm, Shaun was reading at his grade level.

It has been noted that "immature students and students with short attention spans are frequently placed in lower groups than their abilities merit" (Grant & Rothenburg, 1986;p.30). In making initial grouping decisions, teachers consider factors such as maturity and attention spans in addition to reading scores. Shaun's placement in the resource room appeared to be based more upon social and attentional factors than on academic need. While a case could be made for special help for his writing difficulties, neither teacher specifically identified writing as the principal reason for his resource room placement.

Shaun's literacy skills remained similar across the two settings but his behavior varied. While he misbehaved in both settings, he was more disruptive in the small group. The response of the significant person in each setting - the teacher - contributed to this variance. The nature of the teacher/student relationship between Shaun and each of his teachers was different. In the regular class, Mrs. Riley consistently ignored Shaun's antics and attended to his writing difficulties. The attention Shaun received was for writing and spelling problems. Mrs. Riley's interactions with Shaun were brief and consisted of short phrases and simple sentences. Their relationship consisted of the teacher's professional tolerance of him and the child's continual behavioral and task-related requests for attention. In the resource room, Mrs. Clarke responded to Shaun's behavioral demands on an intermittent reinforcement schedule. By ignoring the behavior until Shaun had escalated it considerably, she inadvertently used an effective method of reinforcing the very behavior she wished to eradicate.

Shaun's language learning was similar across the two contexts. His reading success and his writing and spelling difficulties were similar. Both novels were within his instructional range but written responses caused problems for him. In both settings, he wrote little and his handwriting was difficult to decipher. The nature of the questions he asked was different across the two settings. His questions in the resource room were mainly off-task and designed to elicit a response from his teacher and his peers while his regular class questions generally related to his writing.

Mike. Mike was alert, socially aware and able to function as a participant in the classroom group. At the young age of nine, he had already developed a tacit understanding of other people and of the factors which influence social acceptance. His social adeptness facilitated his interpersonal interactions and was a primary force in his efforts towards literacy. Mike was well-liked and accepted by teachers and peers. While his behaviors remained tolerable to teachers, his less than angelic actions seemed to ensure peer support. Mike's major strength, his facility in oral language, became the vehicle by which he entered into classroom participation.

Expected benefits of small group interaction were less dramatic in Mike's case due to the nature of his experiences in the regular class. Mrs. Riley was aware of Mike's specific strengths and weaknesses and she provided numerous opportunities for Mike to learn through his strength in oral communication. For Mike, Mrs. Riley adapted the environment in response to his individual differences. By relying on his oral ability, Mike was able to fully participate in the classroom learning environment. He could play with small objects rather than read along and still maintain comprehension of the story through the oral mode. The resource room experience provided Mike with a setting in which reading and writing were expectations for full participation in the group. It was expected that he would read and write, at least a small amount, for Mrs. Clarke.

Mike's literacy learning was marked by two major discrepancies. The discrepancy between his academic potential and his present achievement led both teachers to expect that Mike would comprehend stories and contribute to class discussions. The major discrepancy between his facility with oral and written language sometimes resulted in frustration for Mike and he reacted by expressing the desire to discard his written story or by verbalizing his opinion of his own spelling ability. Mike's difficulty with written language was evidenced in both receptive and expressive forms. Reading presented word identification difficulties while attempts to write resulted in numerous spelling inaccuracies. Mike couldn't cope with the written language demands (in either reading or writing) at his grade level.

The social context for learning was a significant factor in Mike's experience of schooling. That he enjoyed complete social acceptance by teachers and students was obvious during all observations. Charming, witty and attractive, Mike had learned appropriate social skills and used these to ensure his acceptance by both children and adults. His congenial grin seemed to speak volumes to his buddies. He was quickly chosen for partner work and always had a pal or two joining him as he headed out for recess.

Mike's relationship with his two teachers differed by degree. While Mrs. Clarke clearly liked Mike and encouraged his learning, Mrs. Riley was totally captivated by this child. She was convinced that he was "a very bright boy" and that his comments during class discussions were appreciated by all students. Her support of Mike extended to all areas of academic work as well as to areas involving organizational skills and classroom behavior. Mike received a far greater number of Mrs. Riley's visits to his desk than did any of the other students. Virtually every time he wished to speak, Mike was given the opportunity to communicate his ideas. Behaviors which may have been intolerable from another child (e.g. requests for repetition of a lesson on consonants, inability to locate a book) were acceptable from Mike. Once, Mrs. Riley interrupted a whole-class lesson for five minutes to personally assist Mike in tidying his desk while searching for his basal reader. Mrs. Riley's impression of Mike as having good potential but experiencing learning difficulties colored all of her interactions with him. During an informal discussion of Mike's participation in a lesson, she concluded her comments to me by saying "I just love that child!"(Mar. 10). Daily interactions were smooth for Mike due to his social acceptance by teachers and peers. However, full acceptance into the literacy club (Smith, 1984) was foiled by written language difficulties.

Impact on Self-Esteem

One develops a sense of identity through interactions with others and self esteem is largely validated by others.

When other people characteristically respond in a certain manner, the child begins to internalize the perceptions of others. In a discussion of the development of self-concept, Purkey (1984) stated that "... we seek to understand ourselves by studying how others relate to us" (p.27). Reality then becomes the image of the self that is continually being reinforced through social interactions. Purkey's review of research on the development of self-concept supports the notion that one's self-evaluations are based on the perceptions of significant others (1984). Each child, in effect, becomes the person others think he or she is (Beane & Lipka, 1984; Quandt & Selznick, 1984).

The way in which each child responded to experiences in school helped to shape the expectations of him/her held by others. Because Mike, Shaun and Cayli each responded differently, their subsequent experiences differed. By fulfilling the expectations others held, each child became more like what others expected. Through repeated social interactions, the child's school identity was continually being reinforced and validated.

Messages concerning expected student performance are embedded in beliefs and practices of instruction. In a discussion of this issue, Weinstein (1986) stated that studies indicate that all children (regardless of their achievement level) seem to be aware of differential treatment patterns when they occur. Children tend to internalize the view such messages communicate. Similarly, Purkey (1978) cited several research studies which support the view that students are more likely to perform as their teachers think they will. Brophy (1983) refers to this as a self-fulfilling prophecy.

People expected that Mike would have ideas to add to oral discussions. Whenever he wished to enter into a discussion, he was generally given the opportunity. The more he interacted verbally in a positive manner, the more it was expected that Mike had useful ideas to contribute. As others made it more and more feasible for him to enter, he structured his self-image as one whose ideas were accepted. Thus, the acceptance validated and reinforced his view of himself. The context of acceptance and the expectation of verbal participation colored his world and formed his unique experience of language arts instruction.

Mike received implicit messages regarding his area of strength by both teachers' tendencies to accept the oral expression of his ideas and to encourage their elaboration. Through repeated experiences, Mike internalized a view of himself as more of an oral contributor to group discussions than as a reader or a writer.

Other children responded to Mike positively. Through repeated positive experiences with his peers, Mike internalized the view of himself as one of the more popular students. Interactions with others helped to construct and validate his self-image as one who was socially accepted.

In contrast to Mike, regardless of the size of the group or the type of activity, Shaun was usually doing something different from the others. The more his behavior became unacceptable, the more others rejected or ignored him and through such interactions, he continued to fulfill the expectations of other people. Thus his self image as someone who was unusual, off-task and unacceptable was often reinforced by the reactions of others to his behaviors.

Mrs. Riley articulated her impressions of Shaun in both informal chats and in the interview. She viewed him as attention-seeking and difficult to manage. She dealt with his behaviors by physically isolating him from other students and by ignoring most of his antics. By responding predominantly to his difficulty with writing, she undermined the likelihood of improvement of his written language skills.

Mrs. Clarke's view of Shaun as a child desperately seeking attention was expressed in both informal chats and in her interview. She attempted to ignore off-task behaviors but Shaun escalated his actions to the point where Mrs. Clarke could no longer ignore them. By responding only intermittently, Mrs. Clarke inadvertently reinforced the very behaviors she wished to diffuse (Martin, 1981). Shaun's impression that the way to get attention was through being naughty was actually reinforced when significant escalation of behaviors resulted in a response. Observations of Shaun's verbal and non-verbal behaviors over the course of this study demonstrated that he seldom approached tasks with confidence. A review of research on classroom discipline revealed a significant relationship between low self-concept as a learner and student misbehavior in the classroom (Purkey, 1978).

Shaun was given implicit messages regarding his unacceptability. As he seldom gained recognition from positive actions, Shaun relied on negative behaviors. It seemed that he would rather be in trouble than be ignored. Being ignored is an intolerable situation for most students. "When the desire for positive human relationships is unfulfilled in conventional ways, students are likely to try less conventional or socially unacceptable ways" (Purkey, 1984; p.79). Relating to one's peers is an important ingredient in the development of a positive self-concept. Like Shaun, students will often go to great lengths to gain social acceptance.

Mrs. Riley seldom spoke of Cayli during our informal chats. When asked to articulate her expectations of Cayli, Mrs. Riley said that she viewed Cayli as possessing less academic potential than others in the class. She noted that Cayli was doing as well as she could, given her limitations (interview, Apr. 29). This view of a student who was working up to her potential and unable to accept further challenges underscored her interactions with Cayli. When referring to Cayli's academic difficulties during the interview, Mrs. Riley had comparatively less to say about her than about Mike or Shaun. Cayli responded by compliance to the tasks and by passive attention in class. Meek (1983) noted that some children who would benefit from special reading lessons want to avoid being noticed. Like Cayli, some children cope with their school environment through strict compliance with rules of behavior and task demands. Thus the teacher's view of a student who causes no disruption, doesn't have much to offer but continues to quietly try to cope, was fulfilled in the way in which Cayli presented herself in the classroom.

Mrs. Clarke's response to Cayli was not as much of an individual expectation as it was an expectation of the way children would learn in the resource room. She expected children to be verbally active in the lessons and, therefore the way in which she structured tasks as well as the informal style of speaking encouraged informality in the students. Mrs. Clarke's customary way of greeting the students as "you guys" communicated to Cayli that here one was expected to be informal and that to "fit in" one would address others casually. Cayli was unsure of the social expectations and therefore experimented with a wide range of behaviors apparently in an effort to distinguish the acceptable from the unacceptable. Cayli was engaged in an on-going search for her own identity as she tested the reactions of others to her various behaviors.

Cayli's experience of language arts was different across the two settings and her customary manner of interacting varied according to the expectations of the participants in each situation. Children learn to see their ability in ways congruent with teacher views of their ability. The degree of the "precision with which children know their place in the relative achievement hierarchy in certain classrooms is underscored by the fact that given another classroom and another mix of student abilities their relative place may in fact be quite different" (Weinstein, 1986; p.246).

In a review of research on self-esteem enhancement, Gurney (1987) found a "general trend in the literature that remedial help in reading functions to enhance self-esteem as a by-product of such help" (p.31). Which comes first: academic achievement improvement or self-esteem enhancement? Lack of consensus in the literature left this question unanswered (Gurney, 1987). The experiences of Shaun, Mike and Cayli contradict the premise that remedial help in reading serves to enhance self-esteem. Few indicators of heightened self-esteem across settings or over the observational time span were evident for either Shaun or Mike. In Cayli's case, it could be argued that her more active participation in the remedial setting might reflect heightened self-esteem. In the resource room, Cayli's reading and writing difficulties were less pronounced in relation to those of other children. She repeatedly made negative comments regarding classmates' difficulties. McDermott (1978) noted that even within the "bottom group", one child can often be heard criticizing another's abilities.

Teacher-Student Relationships

"Chats" and "agenda setting" are two observational indicators of teacher-student relationships suggested by Grant & Rothenburg (1986). They defined "chats" as "personal interchanges between teacher and students that occurred during lessons" (p. 40) and "agenda setting" as "attempts by children to set or alter activities planned for the group" (p.42). Mrs. Clarke's informal style encouraged this type of chatting with students. While most of the chats occurred as the children entered the resource room, some were observed during lessons and on one occasion specific invitations to orally share vacation experiences were extended. Mike, Cayli, and Shaun engaged in personal chats with Mrs. Clarke from time to time. Chats, as defined above, occurred in the regular class predominantly during diary time when Mrs. Riley walked around the room talking to individual children while the group wrote the news. While several key participants shared their experiences in discussions, it was Mike who most often engaged in personal interchanges with Mrs. Riley. Neither Shaun nor Cayli were observed engaged in chats with Mrs. Riley. Grant & Rothenburg's category of agenda setting is particularly appropriate when describing Shaun's questions directed to Mrs. Clarke in the resource room. A large percentage of the questions he initiated were efforts to alter the planned activities or indeed to suggest alternatives (e.g. a party or a trip to "Dairy Queen"). Shaun did not try agenda setting in the regular class nor did Cayli or Mike make such attempts in either setting. The degree of Shaun's attempts at agenda setting in the resource room can be viewed as a description of the nature of his relationship with Mrs. Clarke. He was engaged in continual efforts to gain her attention by social means (e.g. misbehavior, off-task questions) rather than through academic endeavours. Here was a child who really didn't fit the picture of a "remedial" reader but who craved the increased attention possible in a small group setting. Despite evidence that Shaun could read the novel successfully, he declined opportunities to read aloud. Rather than display competence, Shaun continued to present himself as dependent thus ensuring that his placement in the small group with Mrs. Clarke would continue (Meek, 1985).

CHAPTER 6

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

Summary of the Study

Children who experience difficulty with the regular language arts program are often given additional instruction in a pull-out class setting. While some researchers have considered the efficacy of special education and many have studied teaching techniques in the regular classroom, few descriptions of the experience of children in language arts are available. The purpose of this study was to describe the language arts experiences of the same children across two settings - their regular class and a pull-out remedial class.

Three third grade children were observed in their resource room and during language arts in the regular class for a three month period. Observational notes were made and audio tape recordings and copies of their written products were collected. The children, the regular class teacher, the resource room teacher, and the principal participated in individual interviews at the conclusion of the observational phase.

The researcher maintained a non-participant role. After an initial introduction and a time of informal observations, children and teachers became accustomed to the presence of the researcher and the tape recorder. Lessons continued as planned and the presence of a quiet observer had minimal apparent impact upon the natural classroom interactions.

Tape recordings of interview data were completely transcribed. Transcriptions of classroom conversations were combined with expanded observational notes to provide both verbal and non-verbal descriptors of classroom interactions.

Data were reread in a search for recurring themes. Miscue analysis was conducted on all instances of oral reading in each setting. Comprehension was assessed through analysis of each child's responses to questions as well as through noting the intent of the questions each child asked. The brevity of written products made inferences regarding composing processes impractical, and therefore, analysis of written responses was limited to spelling strategies used.

Conclusions

Major findings of this study related to time for learning, communication across settings, curricular concerns, and classroom interactions.

Time

Resource room classes were frequently cancelled and as a result, the children actually attended only 64 percent of the scheduled time. Transition between settings and settling-in time resulted in resource room lessons that were considerably shorter than their scheduled time. One of the reasons for the limited resource room time involved differing views of how children learn. Mrs. Riley chose to include a variety of different skills and activities while providing organized and orderly teacher-directed lessons. She felt that classroom language arts did not allow sufficient time for skills acquisition for the lower achieving children and that the resource room should provide skill instruction and leave other activities for the classroom. While Mrs. Clarke also directed the activities during lessons, she expected active verbal participation of the children in her class. Mrs. Clarke's view of appropriate remediation involved discussion with the children of in-depth interpretations of all aspects of story events as well as background knowledge pertinent to the story.

Communication

Communication across settings was minimal. Frequently the resource room teacher was not informed regarding cancellation of scheduled classes and she was left waiting in the resource room wondering if the children would arrive. Neither teacher was fully aware of the other's program for their shared children. Instances of lack of detailed knowledge were observed when the regular class teacher was unaware that the resource program was based on a novel study or that other children had joined her group attending the resource room which increased the group size to eight. Mrs. Clarke's form requesting information regarding each child's regular class program solicited few written comments.

Curriculum

Both congruent and incongruent aspects of curriculum were noted across settings. Similarities included the use of a novel study for the major portion of the observational phase of this study as well as the primacy of the oral mode of accessing literature. Both teachers read large segments of the novel aloud to their classes. Whenever the teacher or a peer was reading aloud, students were expected to follow the print in their own copy of the novel. Listening was the major focus and little silent reading was observed in either classroom. Incongruency was noted in the use of different materials across settings. This meant that the children were required to access very different schema for story events as well as to learn additional vocabulary and new concepts. This had the effect of increasing the conceptual load on the very students who were already struggling with the regular class program.

Interaction Patterns

The nature of classroom interactions across settings was a major focus of this investigation. The social context for learning, that is the interaction between the teacher and the student as well as peer interactions, emerged as a crucial factor. The uniqueness of each child's relationships and the ways in which these relationships remained consistent or changed across settings impacted upon the child's view of himself/herself and the nature of the language arts experiences. Although these children shared the same classes and teachers, each experienced the instruction in his/her own unique way.

Membership in the small group pull-out class served different needs for each of the children observed. For Cayli, who was inactive and withdrawn in the regular class, the smaller group enabled her to participate more fully and encouraged both her oral language development and her growth in comprehension. For Mike, adaptations to his individual differences in the regular class rendered the pull-out group less crucial. He was able to use his oral language strength to participate in classroom activities and to gain the acceptance of teachers and peers alike. However, the expectation that he would engage in more written communication in the smaller group was considered important to his growth in the reading and writing dimensions of language arts. For Shaun, the boy who struggled for attention and social acceptance, the pull-out class provided few differential opportunities.

Each child's self-concept was continually shaped and reinforced through interactions with others. Combs, Avila, & Purkey (1978) describe the circular effect of the self-concept in which people with positive self-concepts "behave with confidence causing others to react in corroborative fashion" (p.12). Mike, Shaun, and Cayli each responded differently, thus their subsequent experiences differed. A self-fulfilling prophecy emerged through which the expectations of others and the child's resultant responses combined to reinforce characteristic behaviors. Through repeated social interactions, the child's school identity was continually being reinforced and validated.

The social acceptance afforded to one who is verbally articulate and consistently congenial characterized Mike's language arts experiences. Mike combined just the right mix of behaviors which pleased his teachers and actions which endeared him to his buddies. The resulting acceptance by others served to further reinforce his particular blend of interaction patterns. Because people expected that he would contribute ideas pertinent to the discussions, Mike was generally given opportunities to participate. Through repeated social interactions, Mike's self-image as more of an oral contributor than as a reader or a writer was continuously being constructed and validated. Like most people, Mike engaged more frequently in activities where success came easily than in activities where failure was likely.

Regardless of the location or the activity, Shaun was usually engaged in actions which differed from the group norm. The more his behavior became unacceptable, the more others rejected or ignored him. Repetition of social interactions based on unconventional behaviors had the effect of perpetuating a self-fulfilling prophecy. The more Shaun acted out, the more others expected that he would be unacceptable and he continued to fulfill those expectations. Thus, characteristic interaction patterns with teachers and peers reinforced Shaun's self-image as one who is unusual, off-task and unacceptable. Relating to one's peers is an important ingredient in the development of a positive self-concept and like Shaun, students often go to great lengths to gain social acceptance.

Cayli's intuitive adaptation to differing expectations resulted in a dramatic change in her customary responses and behaviors across settings. Mrs. Riley's view of Cayli as a quiet worker of limited ability was realized through Cayli's passive compliance in the regular class. Customary interaction patterns were altered when Cayli was in the small group where it was expected that she would be an active participant. Mrs. Clarke's expectation that Cayli would engage in all activities, including oral discussions, was fulfilled in Cayli's resource room interactions. Teacher expectancies and customary child responses combined to reinforce the differing self-fulfilling prophecies of each setting. Cayli's view of herself as one who "fits in" to whatever others expect was also evidenced in peer interactions. Cayli's developing self-concept was based on her ability to comply with whatever expectations she perceived. Sometimes unsure of the social expectations, Cayli was engaged in a search for her own identity as she tested the reactions of others to her various behaviors.

Conclusions based on this small sample observational study are not generalizable to other groups or to other children. It is clear that further research in a variety of contexts is needed in order to gather a comprehensive data base.

Further Research

1. Additional cross-contextual observational studies of children in other settings would add to a body of research which explores the experiences of children placed in more than one instructional context. Similar studies could be undertaken with children whose ages and grade placements differ from those in this study.
2. Studies of children's experiences in settings where remedial assistance is provided along an "in-class" model rather than a "pull-out" model would provide information on another type of service delivery.
3. Cross-contextual observational studies in settings where intensive early intervention, such as that based on Marie Clay's (1985) "Reading Recovery" Program is used, would provide additional information on services for young readers at risk.

Implications and Reflections

Classrooms are socially very complex. Teachers engage in thousands of interpersonal exchanges during a working day and are constantly faced with making instantaneous decisions. Duffy (1982) noted the difficulty of the teacher's role when he stated that "all teachers work within a complex social system in which classroom organization, the management of groups, the creation of learning climates, and the establishment of efficient routines must necessarily take priority" (p. 360). Restrictions placed upon teachers by the realities of classroom life and the constraints of the educational system include the following: ways in which time is structured in schools, class size and ability levels, and the expectations (both implicit and explicit) of administrators and parents.

To expect teachers to be expert in the diagnosis and remediation of reading and writing difficulties, as well as in other aspects of special education seems unreasonable. Yet even in the regular classroom, as in this study, children will have a wide range of different needs. The support of specially trained and experienced educators on whom teachers could call to provide specific suggestions for learning problems would be of considerable assistance. This would ideally involve a team of specialists in areas such as behavior management and social development as well as reading and writing specialists. This would be far more useful to teachers than the mandated year-end tests which do little to enable them to adjust instruction to the needs of individual learners.

The organizational structure of schools often affects the ease of communication between teachers. Whenever more than one teacher is involved in the instruction of the same children, provision for communication and collaboration becomes necessary. It is not the physical space for instruction which is crucial, but rather time for cooperative planning. This is not a problem that teachers or even single schools can easily solve alone but requires the cooperation of educators at all levels. If timetables were structured to provide time for teachers to collaborate regarding their shared children, more opportunities would exist in which to discuss the needs of these children, to plan cooperatively, and to jointly evaluate student growth. With time to collaborate, more congruency of programming would be possible and teachers could facilitate the transfer of learning across contexts. Team planning could be supplemented through teachers recording brief entries in a "travelling notebook" which students would carry back and forth between the two settings. The type of information which could be included involves materials used and strategies taught as well as brief notations regarding children's response patterns.

Another possible way to facilitate communication is to provide opportunities for teachers to visit each other's classes while instruction is in progress so that they may observe their children as they function in an alternate context. Perhaps occasional experiences with team teaching where both teachers are actively involved with the whole group could be planned. This would help children to view their various teachers as a team and perhaps lead them to intuitively expect congruency across settings and the cross-contextual transfer of learning.

One of the problems related to the structure of timetables in schools involves the scheduling of resource room classes. If, as in this study, there are particular preferred times for resource teacher help, then perhaps the use of such prime times could be negotiated on a school-wide basis. If classroom teachers were involved in the decision making process and felt that they had some input regarding when their children had the help of the resource teacher, then they would likely feel that they were more a part of the system. Taking an active role in problem solving serves to strengthen an atmosphere of cooperation and a commitment to the outcomes of such group deliberations. This kind of cooperative problem solving could also be used to establish priorities to determine under what circumstances resource room classes are cancelled, as well as the most appropriate location of a class in order to minimize travel time. In this study, the location of the resource room was central and hence was not a factor in reduced time for learning activities.

Similar to other research, the results of this study reveal that children respond to positive reinforcement of their behaviors. By selectively responding to behaviors and outcomes we wish to intensify, we can shape children's response patterns. For Mike, positive reaction to his oral language occurred frequently. Such positive reinforcement of his efforts in reading and writing could be significant to his literacy growth. Positive reactions to Shaun's creation of a poem in resource room resulted in a bashful but pleased reaction. It seems likely that more frequent attention to appropriate behaviors and responses to instruction would be effective in increasing the frequency of such efforts.

The specific needs of the three children in this study point to the appropriateness of at least three variations in organizational structures. Other individual children would likely benefit from other types of structures. Cayli's learning was dependent upon the size of the group. Whenever she was placed in a large group setting, she became passive and withdrawn. For Cayli, special help in learning involved the provision of a small group wherein she felt able to participate. For Mike, special help involved provision of reading materials at his instructional level as well as help with written language. For Shaun, whose literacy skills were at grade level, placement in the resource room was less crucial. He didn't require resource room help as much as he needed assistance in the development of appropriate social skills. Perhaps a group counselling situation would be appropriate to meet his needs.

Each of the case study children responded in the whole class and in the resource room in his/her own unique way. Hallahan et al. (1988) suggest that no particular type of grouping organization can meet the needs of all children and that "... it makes sense to have available a variety of service configurations (e.g.: self-contained classes, resource rooms, total mainstreaming)" (p.34). Thus Cayli, Shaun, and Mike have shown that a variety of grouping structures need to be available in order to meet the diverse needs of learners.

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APPENDIX A

PRODUCT CODING CATEGORIES

MISCUE ANALYSIS

APPENDIX A

PRODUCT CODING CATEGORIES

Miscue Analysis

adapted from Goodman & Burke (1972) by Malicky (1985)

The clinician first circles letters or letter units in the stimulus words which appear in the student's response. Words are then divided into three equal parts.

1. Graphic Similarity (Malicky, 1985; p.58)
   Y (high) - two of three parts contain exactly the same letters
   P (partial) - one of three parts contain exactly the same letters
   N (none) - none of the parts contain exactly the same letters

2. Sound Similarity - (Malicky, 1985; p.59)
   Y (high) - Two of three parts sound the same.
   P (partial) - One of three parts sound the same.
   N (none) - None of the parts sound the same.

3. Grammatical Acceptability (Goodman & Burke, 1972, p.63)
   Y (high) - The miscue occurs in a sentence which is grammatically acceptable and is acceptable in relation to prior and subsequent sentences in the text.

P (partial) - The miscue occurs in a sentence which is grammatically acceptable but is not acceptable in relation to prior and subsequent sentences in the text. Or the miscue is grammatically acceptable only with the sentence portion that comes before or after it.

N (none)-The miscue occurs in a sentence that is not grammically acceptable.

4. Semantic Acceptability (Goodman & Burke, 1972; p.63).

Y (high) - the miscue occurs in a sentence which is semantically acceptable and is acceptable in relation to prior and subsequent sentences in the text.

P (partial) - The miscue occurs in a sentence which is semantically acceptable but is not acceptable in relation to prior and subsequent sentences but is not acceptable in relation to prior and subsequent sentences in the text. Or the miscue is semantically acceptable only with the sentence portion that comes before or after it.

N (none) - The miscue occurs in a sentence that is not semantically acceptable.

5. Meaning Change (Goodman & Burke, 1972; p.63)

Y (high) - An extensive change in meaning is involved (if the miscue changes the basic intent of the author or is meaningless).

P (partial) - A minimal change in meaning is involved (if the response causes a minor shift in focus without altering the basic intent).

N (none) - No change in meaning is involved.

6. Monitoring (Goodman & Burke, 1972; p.59)

Y (high) - The miscue is corrected.

P (partial) - There is an unsuccessful attempt at correction OR a correct response is abandoned.

N (None) - There has been no attempt at correction.

APPENDIX B

PRODUCT CODING CATEGORIES

SPELLING ERROR CLASSIFICATION

APPENDIX B

PRODUCT CODING CATEGORIES

Spelling Error Classification

Results on spelling tests and from written language samples were analyzed to get an indication of how each student was able to process words heard into graphic cues. Errors were analyzed to determine the relative reliance by the student on the sounds of words (input information) as compared to print knowledge (visual memory). (Malicky, 1985).

The error classification system which was used in this study was developed by Nolen & McCartin (1984, pages 154-155):

1. Sound Strategies

This general category grouped errors which suggested that the child listened to each sound and tried to represent what he/she heard.

1.1 Sound and letter name and target phoneme are similar. Example: rech = reach

1.2 Place of articulation in mouth is similar - vowel alternations. Example: necher = nature

1.3 Back glide is represented. Example: gow = go

1.4 Affrication of "t" and "d" before "r". Example: jres = dress

1.5 Omission of preconsonantal nasals. Example: ad = and

1.6 Syllabic segments represented by "r", "l", "s", "m", and "n". Example: kitchn = kitchen

1.7 Speech variants. Example: deres = dress

1.8 Voicing alternatives.

1.9 Phonic-based vowel alternations. Example: woch = watch

1.10 Phonic-based consonant alternations. Example: eksplan = explain

2. Print-based Strategy

"The second general category grouped errors suggesting memory images of hierarchical encodings governed by generalized rules or analogies more complex than single sound/symbol associations" (Nolen & McCartin, 1984; p. 155).

2.1 Visual Image Errors: inversions. Example: lihgt = light

2.2 Visual Image Errors: transposition. Example: relsut = result

2.3 Visual Image Errors: omission. Example: suprise = surprise

2.4 Visual Image Errors: substitution. Example: kitcken = kitchen

2.5 Visual Image Errors: insertion. Example: resault = result

2.6 Whole word errors. Example: occupie = occupy

2.7 Spelling generalization rules. Example: maik = make

3. Partial Processing

"This category included misspellings not otherwise classifiable" (Nolen & McCartin, 1984; p. 155).

Example: spieperes = surprise

APPENDIX C

PRODUCT CODING CATEGORIES

QUESTION CATEGORIES

APPENDIX C

PRODUCT CODING CATEGORIES

Question Categories

The questions posed by the teachers in this study were classified according to three general categories:

1. Literal Recall

(example: Which animals stand up to sleep?)

A question of this type required the student to recall information directly from the text. This factual recall question type has been termed wh-questions (Temple & Gillet, 1984), textually explicit (Pearson & Johnson, 1978), and literal recognition or recall (Barrett, 1976 cited in Pearson & Johnson, 1978). In teaching question-and-answer relationships (QAR), Raphael & Pearson (1978) term this category "right there" because words used to create both the question and the answer are in the same sentence.

2. Synthesis/Inference

(example: What would you say is the moral of the story?)

A second question type requires that information from various sections of the passage be combined in order to "read between the lines" to generate a suitable response. This question type has been termed textually implicit

(Pearson & Johnson, 1978) or inference (Barrett, 1986, cited in Pearson & Johnson, 1978). Raphael (1986) used the term "Putting it Together" to indicate that the "answer to the question is available from the text but requires the reader to put together information from different parts" (p. 518). Raphael's third category, "Author and You" also relates to the synthesis type of question as it is described as the reader using his/her own knowledge base in connection with information in the text.

3. Background Knowledge

(example: What jobs might there have been in a mining town?)

The third category used requires the reader to go beyond what is on the page and to activate appropriate schema in order to produce a plausible response in relation to the passage. This type of question is termed scriptally implicit by Pearson & Johnson (1978). Raphael & Johnson (1986) instruct children to think of this category as "on my own" because the answer is not directly in the passage.